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ABSTRACT

The social studies curriculum guide for levels K-6 emphasizes the role played by all ethnic groups in the development of the American culture. Main goals of the course are to enhance the student's knowledge of self, appreciation of his heritage and the heritage of others, and understanding of the contributions of many peoples to the growth of the United States. An inquiry method of teaching is used throughout the course. The following courses are outlined: 1) Who am I? As I See Myself, As Others See Me; 2) Individuals -- Similarities and Differences; 3) Group Behavior--Individuality and Conformity; 4) Communities--Interdependence and Change; 5) Individuals and Groups--Prejudice and Propaganda; and 6) Individuals and Groups--Human Rights and Protection. Teaching-learning strategies which include sample questions and learning activities, information sources, behavioral goals, and a bibliography of teacher and pupil references are provided for each course. Also included are a course rationale, graphic notes on teaching techniques, a glossary of terms, and an additional teacher bibliography. (RM)

ED 088753

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A MESSAGE FROM THE SUPERINTENDENT

One of the major objectives of education is to develop a child's pride in his personal worth and pride in his background. This means teaching every child to appreciate and understand not only himself, but others also. In a society as diverse as ours, this is an important task, and the teacher has the vital responsibility of fostering self-respect in each child and mutual respect among all children. This involves making the classroom a virtual market place of cultural exchange.

Throughout their long labors, the members of the Commission for the Revision of the Social Studies were guided by this vital educational goal. They also worked with an awareness of the demands that this objective placed upon the teachers. This Guide, a product of the Commission's labors, is a flexible educational tool that can aid teachers in developing pride and understanding in children. This unique and challenging curriculum Guide is a scenario of our nation's dynamic past and vibrant present; its publication places Baltimore in the vanguard of efforts across the country to provide an exciting and honest history of the American people.

The Guide itself, however, is an inanimate object; the magic that only a teacher can provide is required to translate it into meaningful classroom experiences.

All social studies teachers should utilize this educational tool to its fullest by marshalling all of their knowledge and creativity in presenting a lucid picture of the people, events, and issues that have woven and continue to weave the fabric of American history.

Roland N. Patterson
Superintendent, Public Instruction

April 1972

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THE COMMISSION ON REVISION OF THE SOCIAL STUDIES
2510 ST. PAUL STREET
BALTIMORE, MARYLAND 21218

FOREWORD

THE COMMISSION ON REVISION OF THE SOCIAL STUDIES IN THE DEVELOPMENT OF THE MATERIALS CONTAINTED HEREIN, HAS BEEN ACTUATED PRIMARILY BY A FIRM COMMITMENT TO THE TRUTH OF OUR NATION'S PAST AS BEST IT COULD BE DETERMINED. THE COMMISSION HAS MADE A SEDULOUS EFFORT TO PORTRAY OUR HERITAGE, PAST AND PRESENT, WITH AN ACCENTUATION OF THE PLURALISTIC COMPOSITION OF OUR NATION.

THE EXPERIENCES AND CONTRIBUTIONS OF BLACKS, CHICANOS, INDIANS, PUERTO RICANS, AND JEWS, AND NUMEROUS OTHER ETHNIC AND/OR MINORITY GROUPS ARE PORTRAYED. OUR CENTRAL THRUST IS IN THE DIRECTION OF MULTIETHNICITY AND CULTURAL PLURALISM AS OPPOSED TO THE HISTORICALLY ERRONEOUS "MELTING POT" CONCEPT.

FINALLY, OUR MATERIALS LEND THEMSELVES FULLY FOR DISCOVERY OR INQUIRY TEACHING ON THE PART OF TEACHERS. PROVISION IS MADE FOR DIVERSIFIED INSTRUCTIONAL RESOURCES FOR BOTH TEACHERS AND STUDENTS. TEACHERS WILL ALSO BE ABLE TO UTILIZE INTERDISCIPLINARY AND MULTIDISCIPLINARY APPROACHES IN THEIR TEACHING.

THE MATERIALS PROVIDE THE BASIS FOR REFLECTIVE THINKING, MAKING INTELLIGENT DECISIONS, AND A RATIONAL APPROACH TO UNRAVELING KNOTTY AND CUMBERSOME SOCIAL, POLITICAL, AND ECONOMIC PROBLEMS.

SAMUEL L. BANKS
DIRECTOR, COMMISSION ON REVISION
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RATIONALE FOR SOCIAL STUDIES (K-6)

ELEMENTARY SCHOOL CURRICULUM

It is apparent to any concerned teacher that the social studies program of our elementary schools lacks a most essential element; this missing factor is full information concerning the prominent role played by all ethnic groups in the development of America, with special emphasis on the most ignored group-- the black American.

To remedy this conscious or unconscious omission, we must recognize our obligation, as educators, to present to all children the whole truth. In this transitional period we must double our efforts in an intensified drive toward illuminating the contributions of all ethnic groups, and in giving these people their legitimate place in the history of our nation and the world.

There is an urgent and compelling need, therefore, to provide a climate of learning in which young children will be helped to understand themselves and their environment, and to understand and evaluate the relationships of various peoples and events to the past, the present, and-- hopefully-- the future.

Curriculum experiences in this area should also be concerned with personal life situations. For all children these life situations must serve as a basis for study, provide a variety of models in establishing a satisfactory ego identity, and develop ethnic and racial confidence.

Experiences should also be personal, meaningful, and pertinent in aiding all children in the direct interpretation of their cultural environment. This is not the time for a remote relationship between learner and learning situation. Each child, black, white, red, yellow, and brown, must first develop an understanding of self, a feeling of individual worth resulting from genuine interaction with others, and a better understanding of his relation to his fellow man. Special units have been designed, in this curriculum, which deal specifically with the identification, delineation, and interpretation of the roles of peoples of diverse racial, religious, and ethnic groups.

The social studies program, therefore, must be structured in such a way that there is continuity of ideas and learning experiences. It is mandatory that we fulfill society's obligation to each child by helping him to develop pride, to respect himself as an individual, and to see himself as a person of value within his immediate and his broader community.

Knowledge of self, appreciation of one's heritage and the heritage of others, and an understanding of the contributions of many peoples to the growth of our nation are prime emphases for all children.

TEACHING OBJECTIVES

Tc develop a curriculum that reflects our pluralistic society

To help children develop an understanding of and become more sensitive to the needs and feelings of all peoples

To help each child develop a healthy self-concept by encouraging him to discover his unique characteristics

To encourage attitudes that will help children appreciate the contributions of all racial, religious, ethnic, and cultural groups to society

To help children recognize the interdependence of all peoples

To help children develop a reflective thought process that will enable them

To make wise choices and decisions as they examine and analyze crucial and controversial issues

To become knowledgeable and participating citizens in a changing and complex society

To develop a historical framework and an understanding of the past events in our city, state, nation, and world and how these events affects us today.

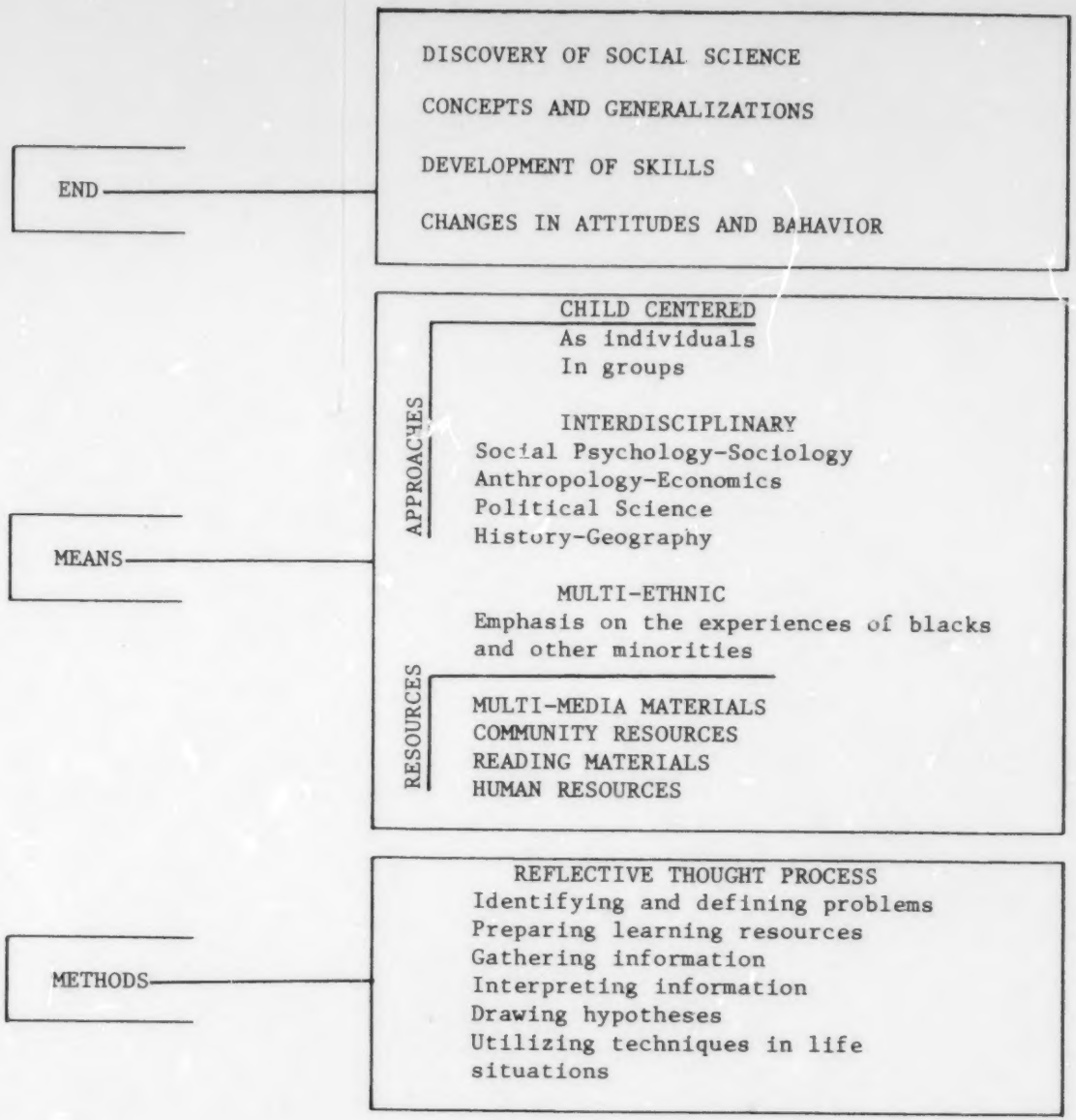
To help pupils develop an understanding of man's dependence upon adjustment and adaptation to his environment.

THE

ELEMENTARY SCHOOL

SOCIAL STUDIES

PROGRAM



CONCEPT THEME I: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

LEARNING LEVEL	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
	FOCUS	FOCUS	FOCUS	FOCUS
	Who am I? As I see myself— As others see me	Individuals— similarities and differences	Group behavior Individuality and conformity	Communities— interdependence and change
	EMPHASES	EMPHASES	EMPHASES	EMPHASES
	Self-identity Ethnic identity Individual development Valuing self and others Responsible actions	Interaction Self evaluation Feelings and sensitivities Rights and responsibilities Contributions to welfare of all	Decision making Personal attributes Norms of behavior Individual and group expression Reconciling differences	Cultural patterns Satisfying needs Interdependence Pivotal issues Problems and pressures
	DISCIPLINES	DISCIPLINES	DISCIPLINES	DISCIPLINES
	Social psychology Sociology Geography	Social psychology Sociology	Social psychology Sociology	Social psychology Sociology Geography Economics

CONCEPT THEME I: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

LEARNING LEVEL	GRADE FOUR	GRADE FIVE	GRADE SIX
	FOCUS	FOCUS	FOCUS
	Societies Interaction Contributions Pressures	Individuals and groups Prejudice and propaganda	Individuals and groups Human rights and protection
	EMPHASES	EMPHASES	EMPHASES
	Societal Structure Changes and challenges Cultural uniqueness Assimilation Pressures and conflicts	Communication Legacy of racism Prejudicial and stereotype thinking	Humanity— a common bond Life Liberty Pursuit of happiness Economic awareness
	DISCIPLINES	DISCIPLINES	DISCIPLINES
	Social psychology Sociology Geography History Political science Anthropology	Social psychology Sociology Anthropology History	Social psychology Sociology History Geography Anthropology Political science

SOCIAL STUDIES AND THE ELEMENTARY SCHOOL CHILD

CHARACTERISTICS OF CHILDREN	IMPLICATIONS FOR TEACHING SOCIAL STUDIES PROVIDE:
Is more aware of self	Opportunities for group interaction
Is becoming group conscious	Experiences which promote feelings of self worth
Is curious and adventuresome	Experiences that stimulate and guide natural curiosity
Is energetic, needs physical activity— Younger childer— short attention span	Multiple learning experiences Multiple resources and multimedia
Is not well developed in use of small muscles and in muscular condition— Younger child	Use of large materials and equipment for manipulation and construction
Has more developed eye, hand coordination and muscular growth— Older child	Use of a variety of more complex and detailed media
Is creative, imaginative, and impressionable	Firsthand experiences, dramatic and/or role play experiences, creative arts experiences

THE CHILD FROM 5 TO 12 YEARS OF AGE

SOCIAL STUDIES AND THE ELEMENTARY SCHOOL CHILD

CHARACTERISTICS OF CHILDREN

Is growing in self-reliance and ability to assume responsibility

Is becoming more aware of people and their problems

Is becoming aware of crucial issues that affect life styles

Is growing in ability to think critically

Is increasing in ability to develop concepts and generalizations

Is limited in understandings of time and space concepts

Is growing in understanding of the way customs and laws affect behavior

IMPLICATIONS FOR TEACHING SOCIAL STUDIES PROVIDE:

Learning experiences which result in responsible actions and feelings of satisfaction

Experiences which help discover and value the uniqueness of all peoples, their contributions to society, and their problems

Experiences which result in analysis of situations and problems that affect human existence

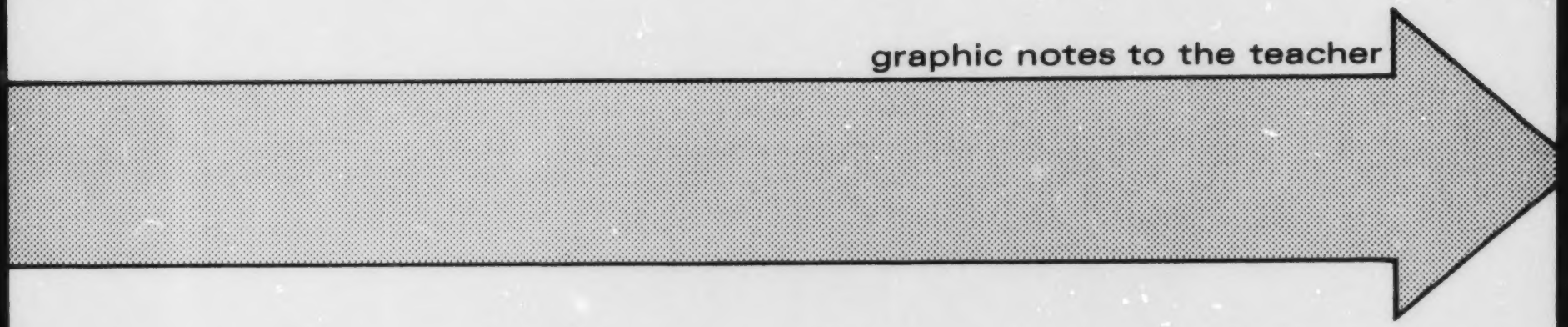
Opportunities to think reflectively through varied learning experiences

Opportunities for sequential development of concepts which lead to generalizations

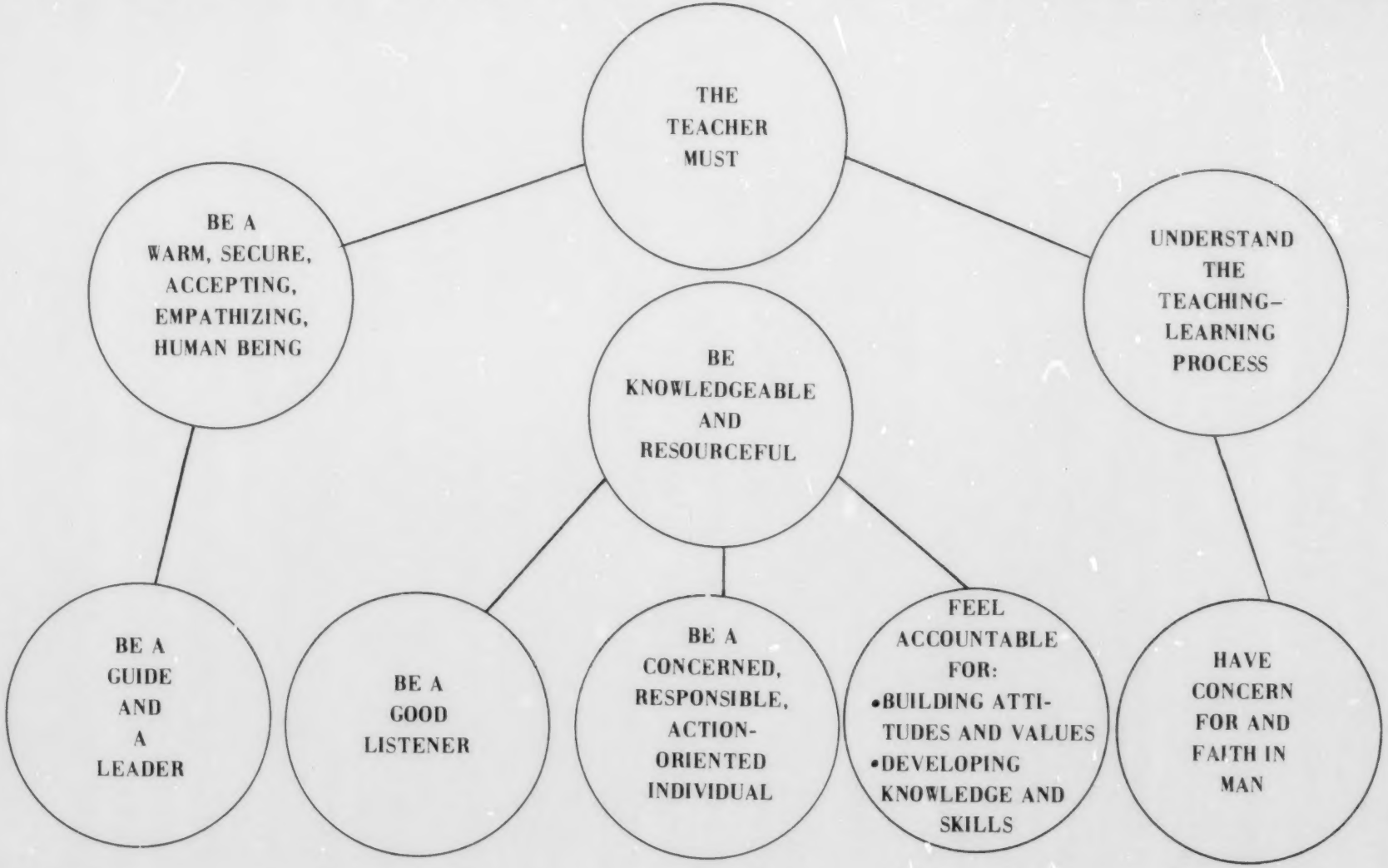
Meaningful frames of reference in clarifying concepts of space and time

Variety of learning experiences that help examine value systems and build constructive attitudes

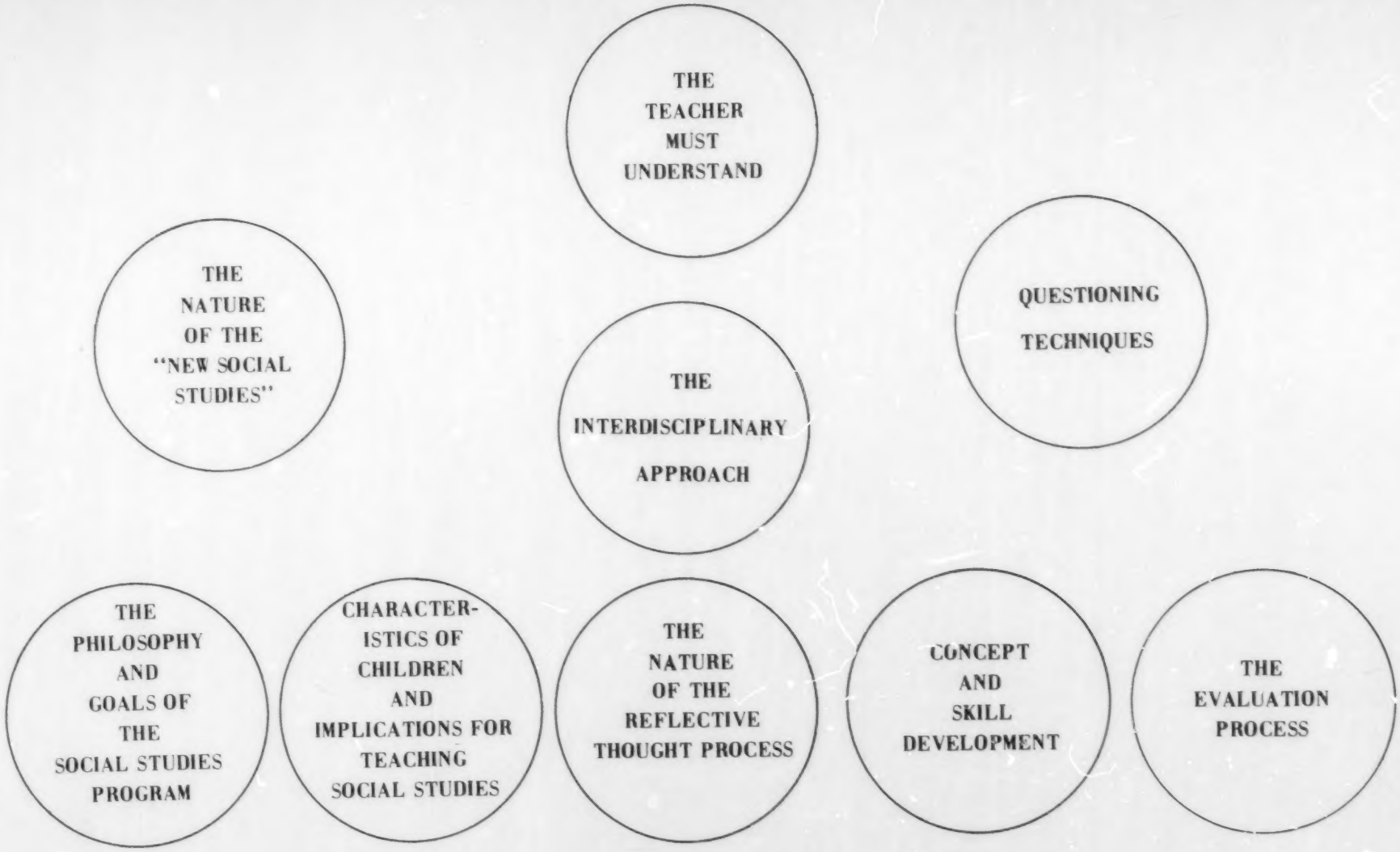
THE CHILD FROM 5 TO 12 YEARS OF AGE


graphic notes to the teacher

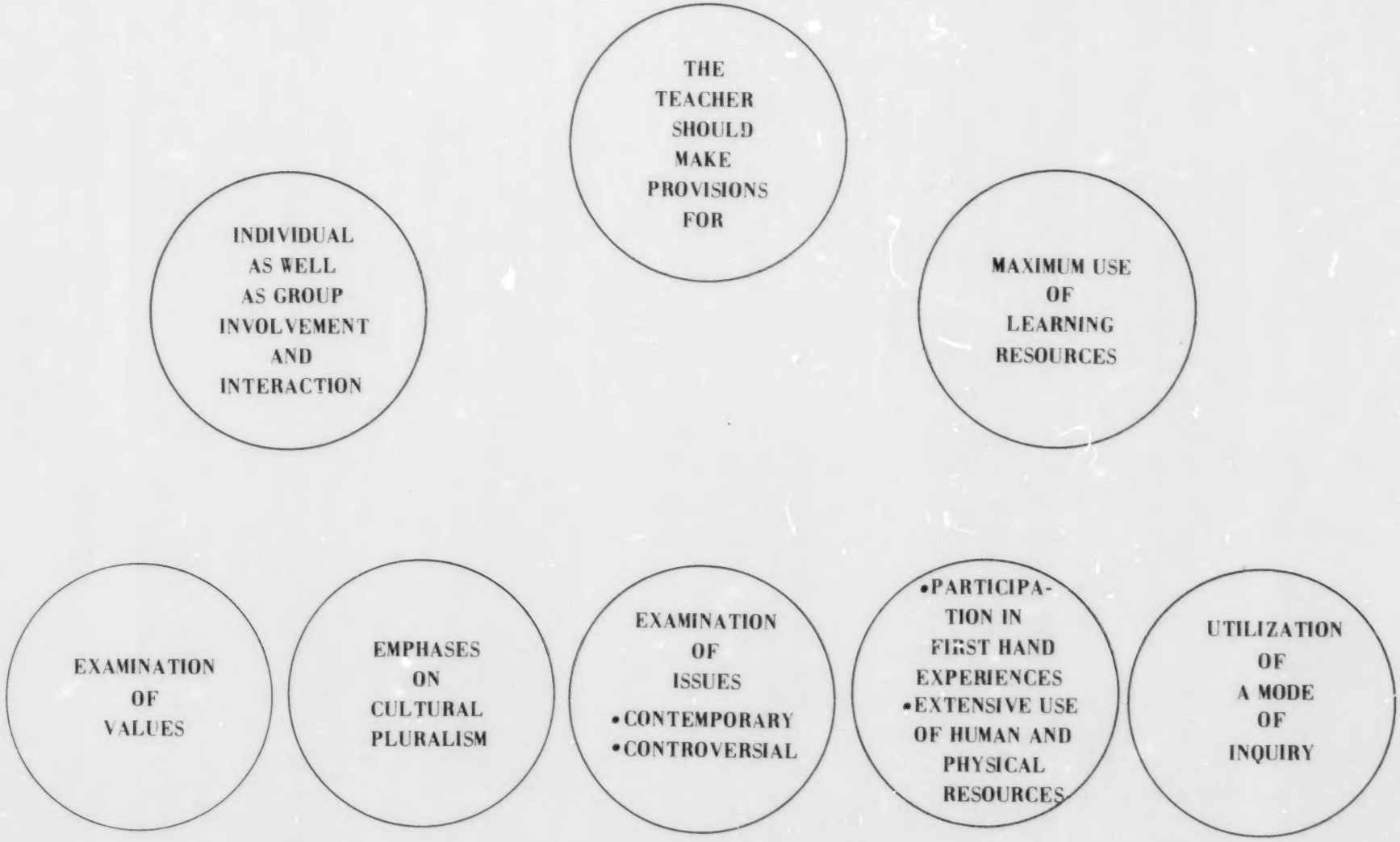
CHARACTERISTICS OF THE ELEMENTARY SCHOOL SOCIAL STUDIES TEACHER



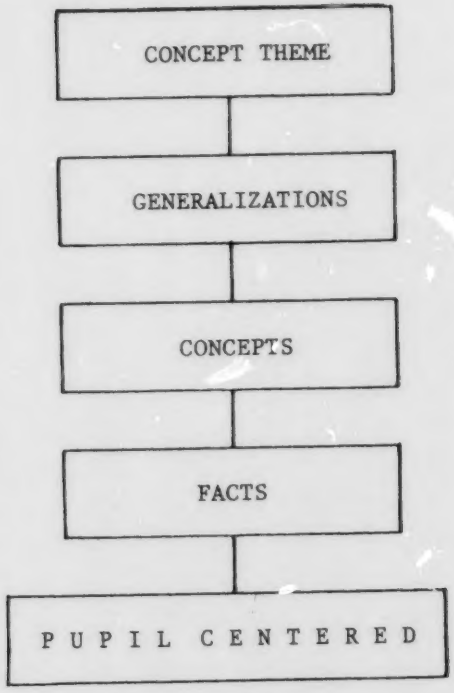
THE ROLE OF THE ELEMENTARY SCHOOL SOCIAL STUDIES TEACHER



PLANNING A LESSON IN THE ELEMENTARY SOCIAL STUDIES

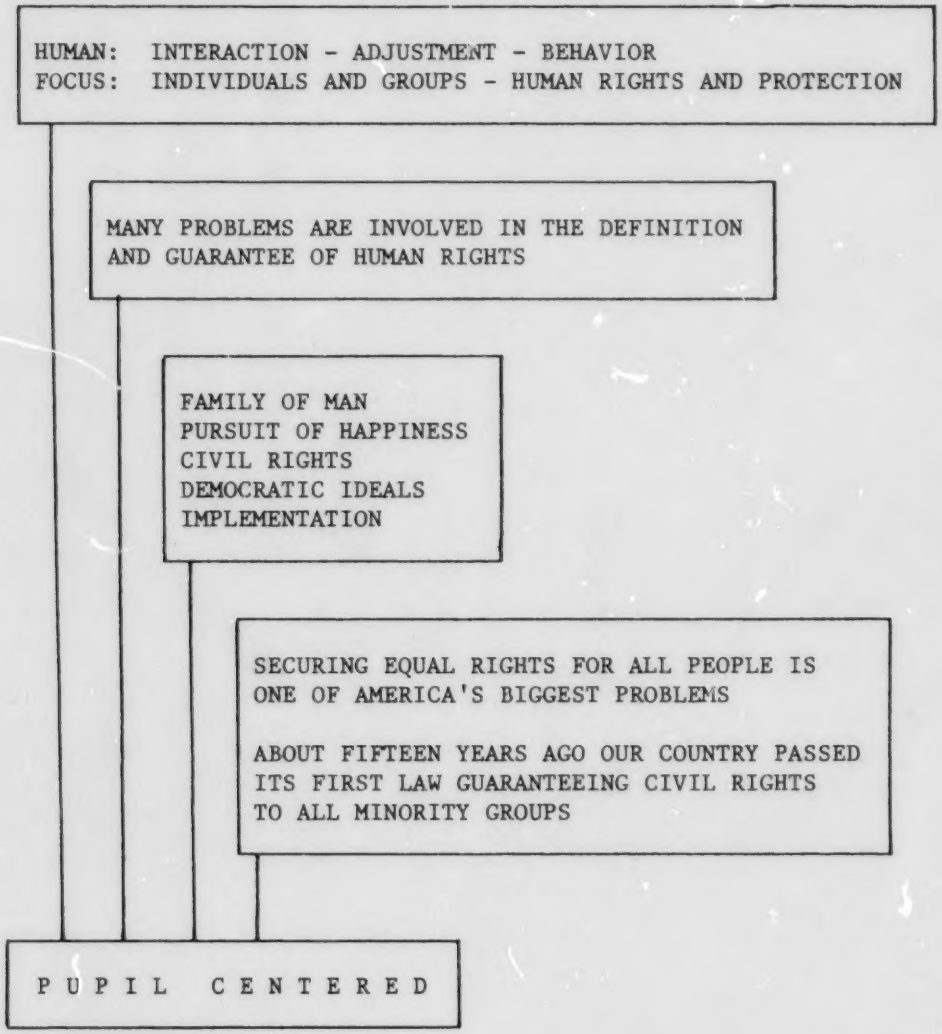


THE CONCEPTUAL APPROACH



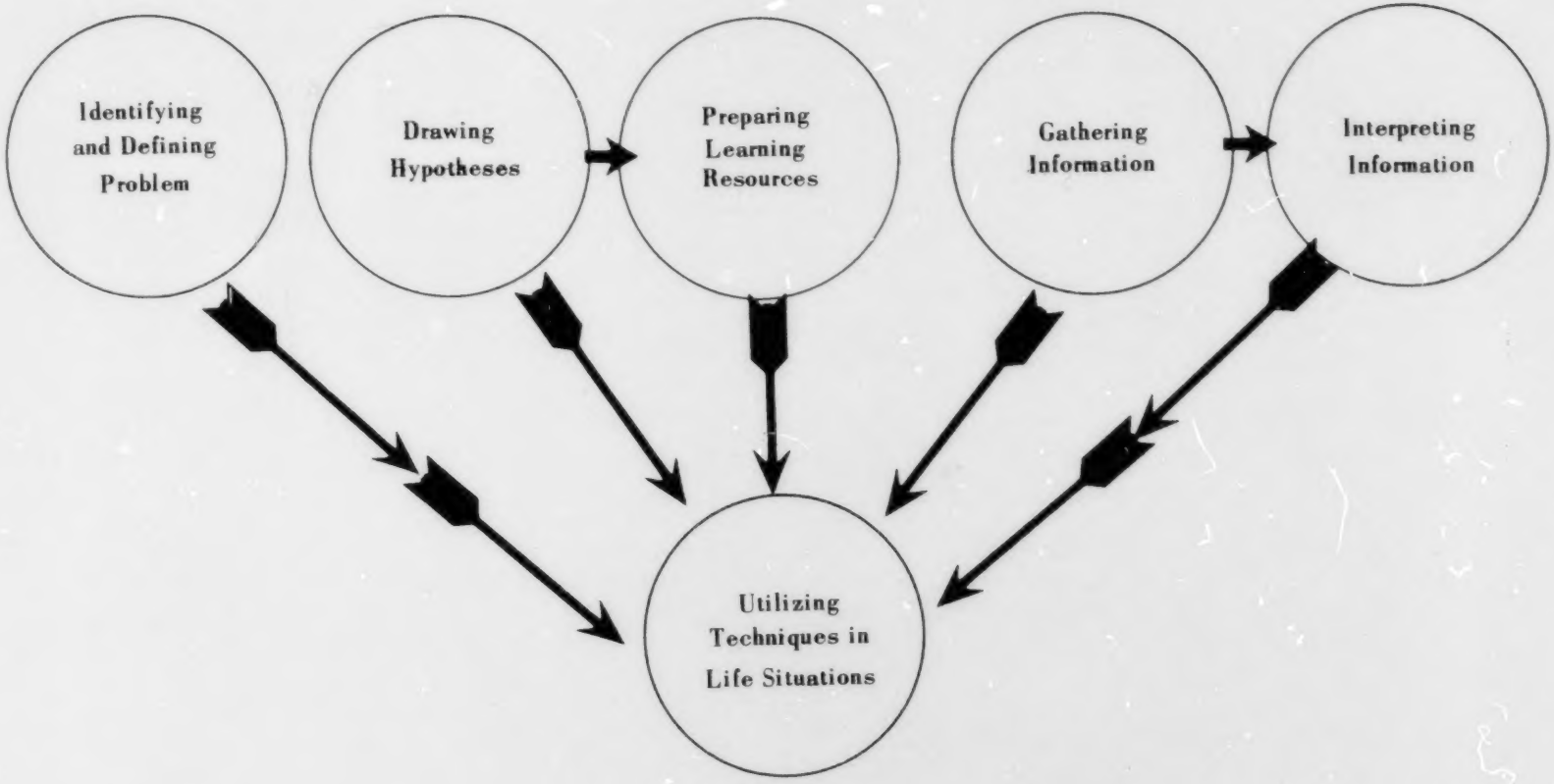
THE CONCEPTUAL APPROACH

AN EXAMPLE:

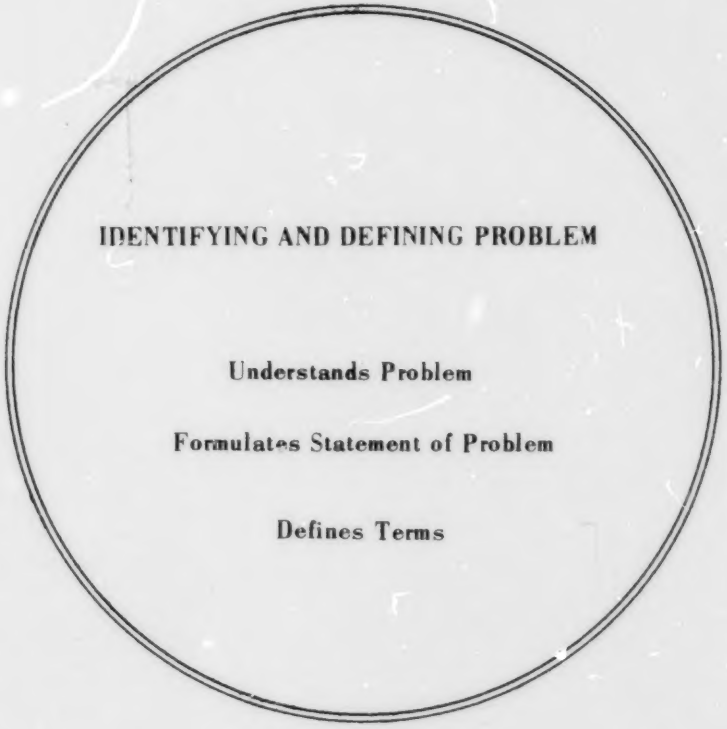


SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS

TEACHER MAY UTILIZE THIS SCHEME IN PLANNING SOCIAL STUDIES EXPERIENCES

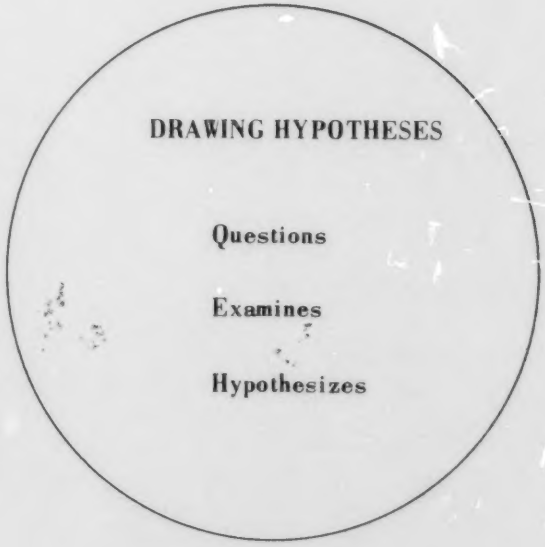


SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS



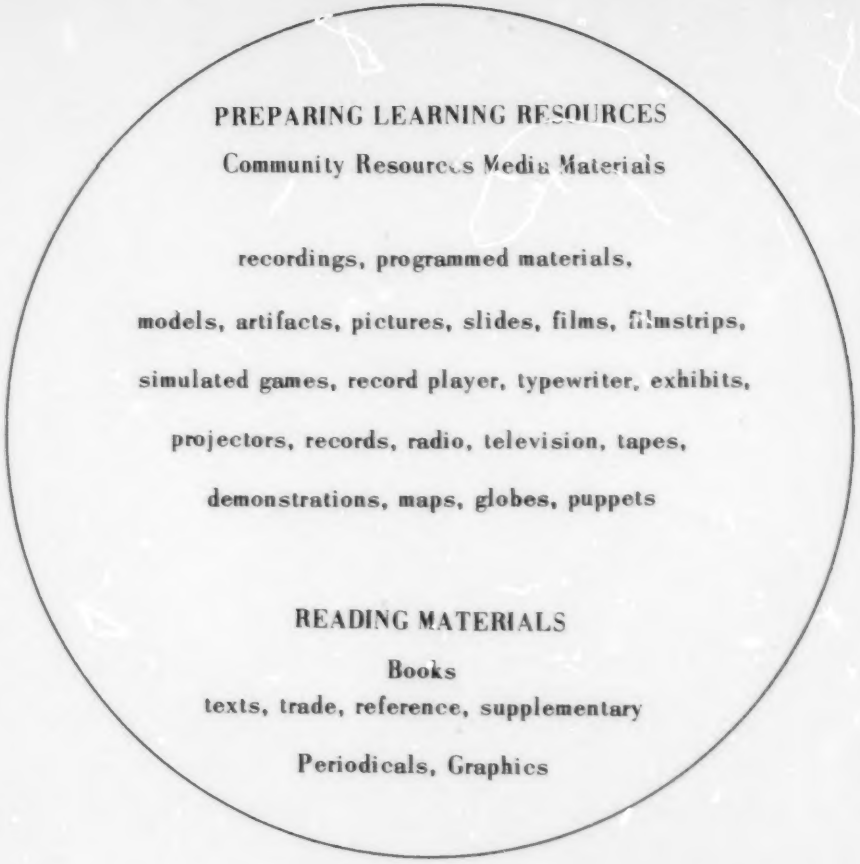
STEP 1

SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS



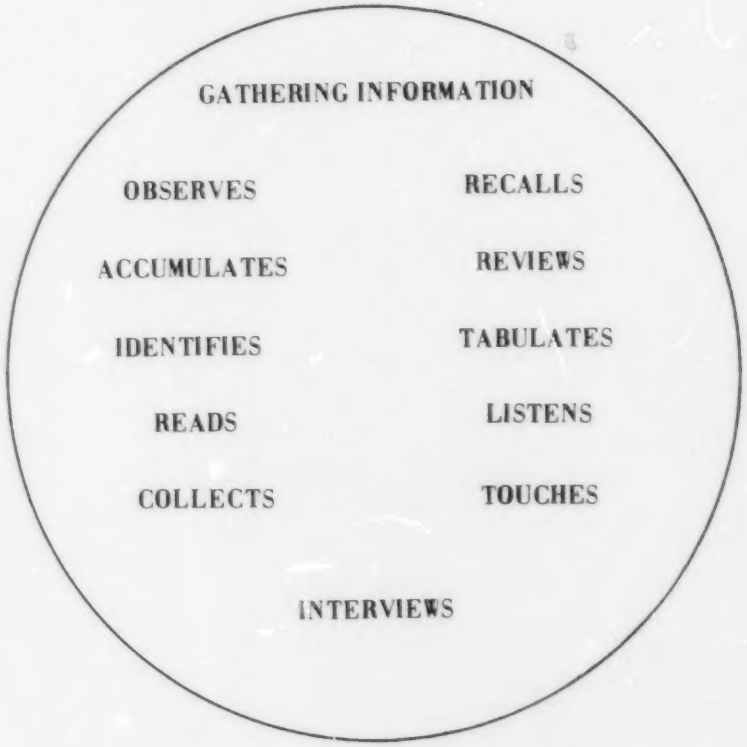
STEP 2

SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS



STEP 3

SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS



STEP 4

SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS

STEP 5

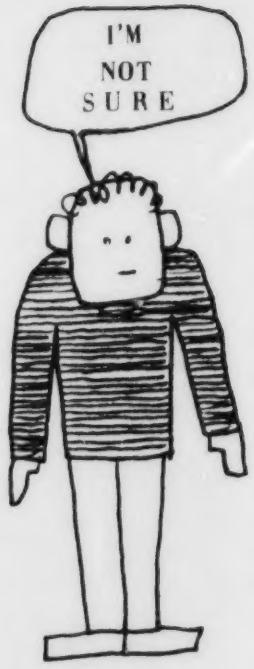
SAMPLE STRATEGY
REFLECTIVE THOUGHT PROCESS

STEP 6

TYPES OF DISCUSSIONS

DISCUSSION	An exchange of words between two or more people for a number of purposes
DEBATE	An argument to convince others to accept your views on a problem
CONVERSATION	An exchange of ideas
PANEL	A group under the guidance of a leader discussing a subject before an audience
ROUND TABLE	A group with a leader discussing a problem and/or an issue
SYMPOSIUM	A series of prepared speeches before an audience on various phases of a single problem
FORUM	Full audience, under leader, takes part in question period after speech or discussion

DISCUSSION



PURPOSE

- TO SOLVE A PROBLEM
- TO MAKE A DECISION
- TO LEARN

CHARACTERISTICS

- KEEPS TO THE SUBJECT
- DEVELOPS IDEAS LOGICALLY
- CONSIDERS ALL THE FACTS AVAILABLE
- COOPERATIVE ATTITUDE

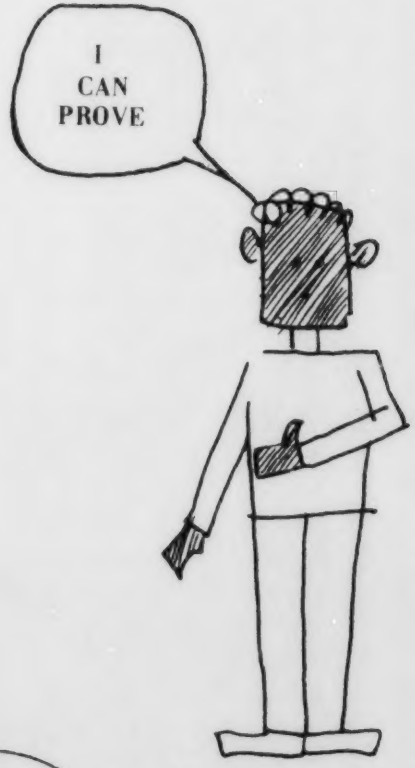
TYPES OF DISCUSSION

DEBATE

PURPOSE

TO PERSUADE

TO CONVINCE OTHERS TO ACCEPT
YOUR VIEW OF A PROBLEM



CHARACTERISTICS

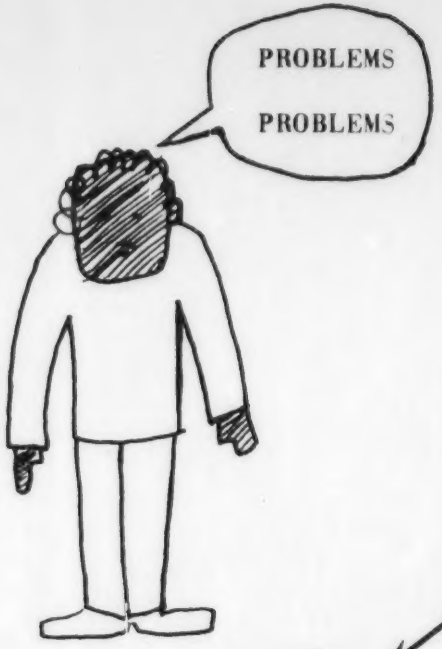
ARGUMENTATIVE

ATTITUDE

PRESENTATION
OF TWO OPPOSITE
VIEWS WITH
EVIDENCE

TYPES OF DISCUSSION

CONVERSATION



PURPOSE

SOCIAL ENJOYMENT

CHARACTERISTICS

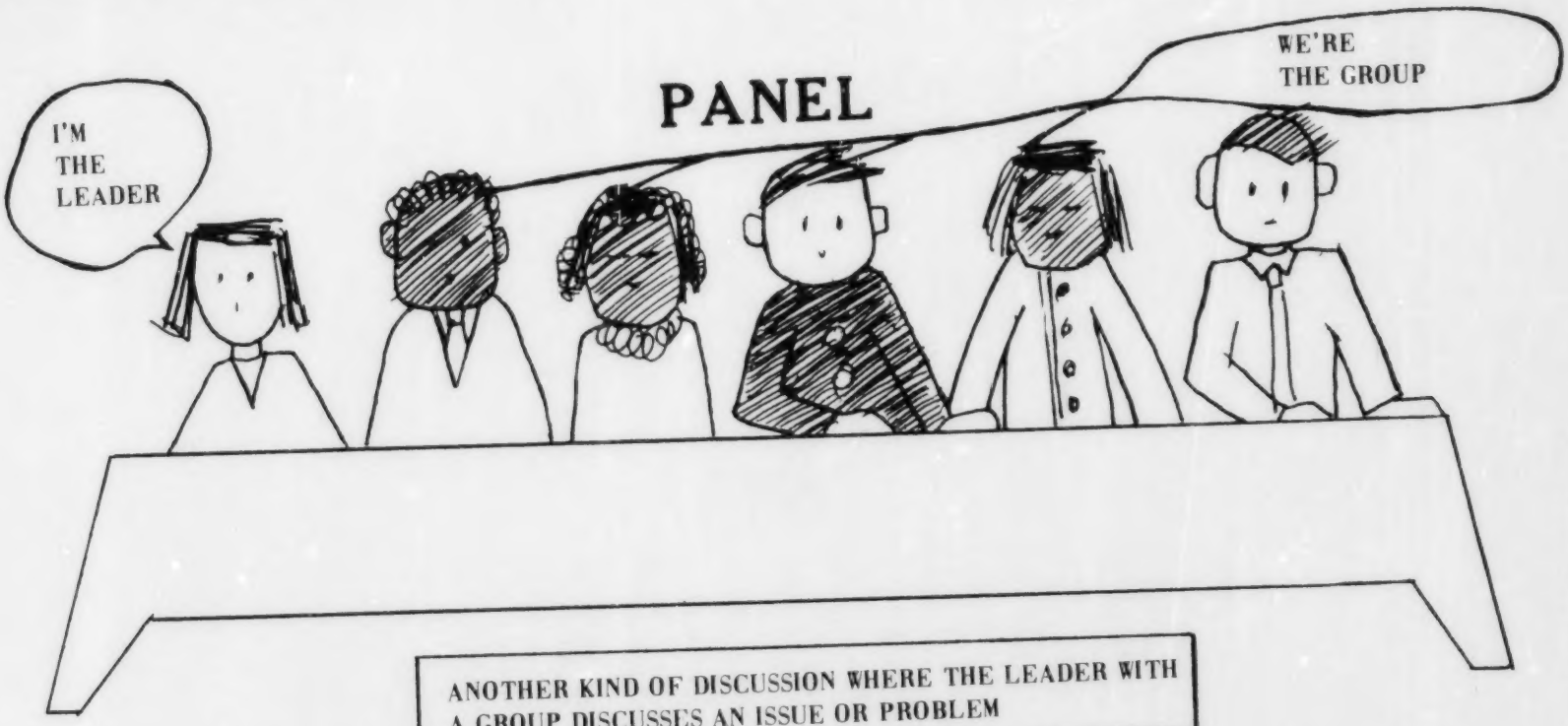
MAY
OR
MAY NOT BE
SERIOUS

INFORMAL

FRIENDLY
ATTITUDE

TYPES OF DISCUSSION

PANEL



ANOTHER KIND OF DISCUSSION WHERE THE LEADER WITH A GROUP DISCUSSES AN ISSUE OR PROBLEM

CHARACTERISTIC

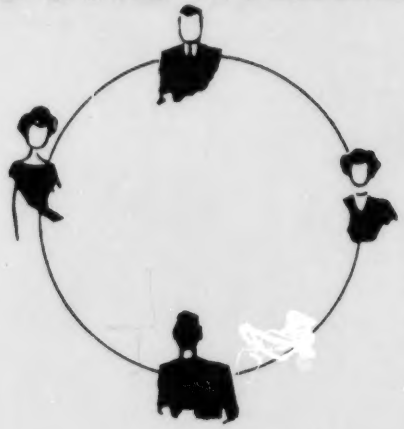
PURPOSE

TO DISCUSS
A
PUBLIC ISSUE

PANELISTS
ARE A
SELECTED
GROUP OF
SPEAKERS

TYPES OF DISCUSSION

ROUND TABLE



A LEADER DISCUSSES WITH A GROUP, A PROBLEM OR ISSUE
WITHOUT THE PRESENCE OF AN AUDIENCE IN ACTIVE ATTENDANCE

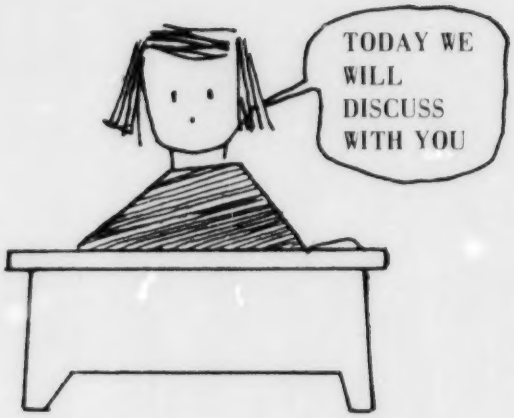
PURPOSE

A
CONFERENCE FOR
A DISCUSSION AT
ANY MEETING
PLACE

CHARACTERISTICS

CONSIDERS
ALL SIDES OF
THE PROBLEM
AND/OR ISSUE
EXCHANGES POINTS
OF VIEW

TYPES OF DISCUSSIONS



SYMPOSIUM

MAY

JUNE

APRIL

A SERIES OF PREPARED TALKS OR SPEECHES ON A SINGLE ISSUE OR PROBLEM

PURPOSE

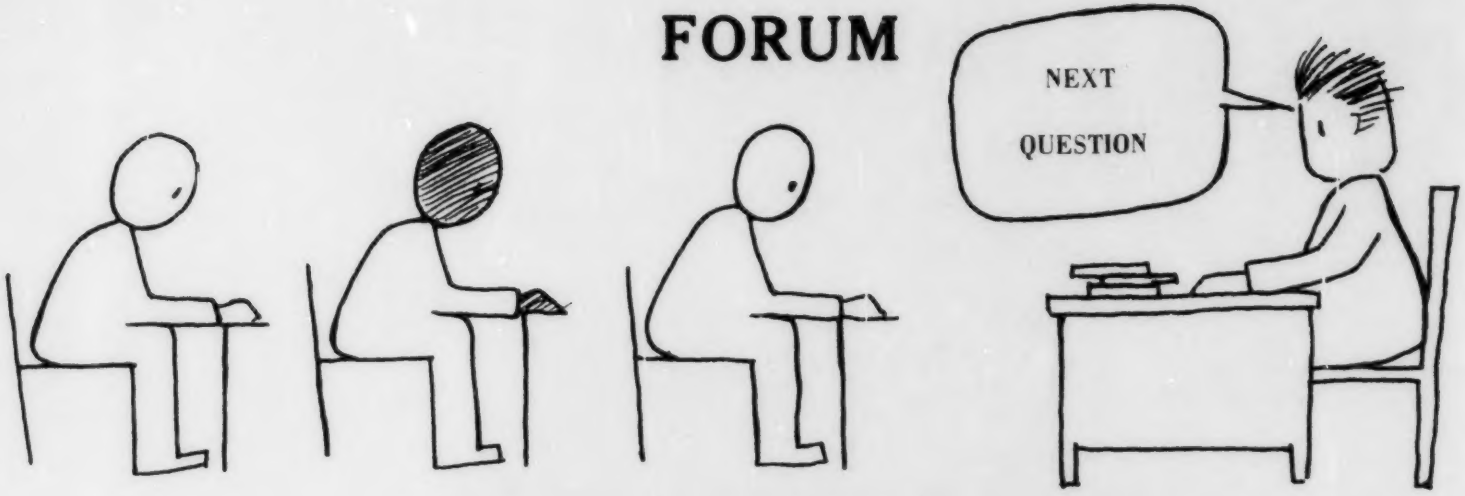
A VARIETY OF OPINIONS ARE GIVEN IN THIS TYPE OF DISCUSSION

CHARACTERISTICS

THE OPINION MAY BE COLLECTED FOR PUBLICATION

TYPES OF DISCUSSIONS

FORUM



A QUESTION–ANSWER PERIOD AFTER A SPEECH OR DISCUSSION WITH A LEADER AND AUDIENCE

PURPOSE

A PUBLIC MEETING FOR AN OPEN DISCUSSION

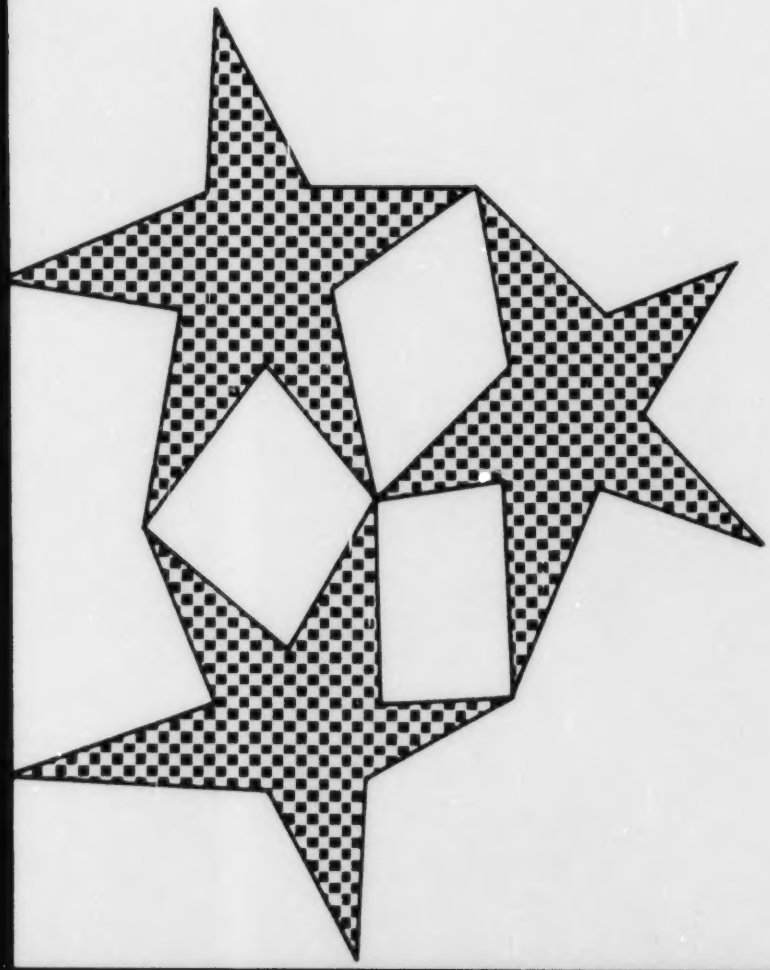
CHARACTERISTICS

PUBLIC IS INVITED TO PARTICIPATE IN AN OPEN DISCUSSION

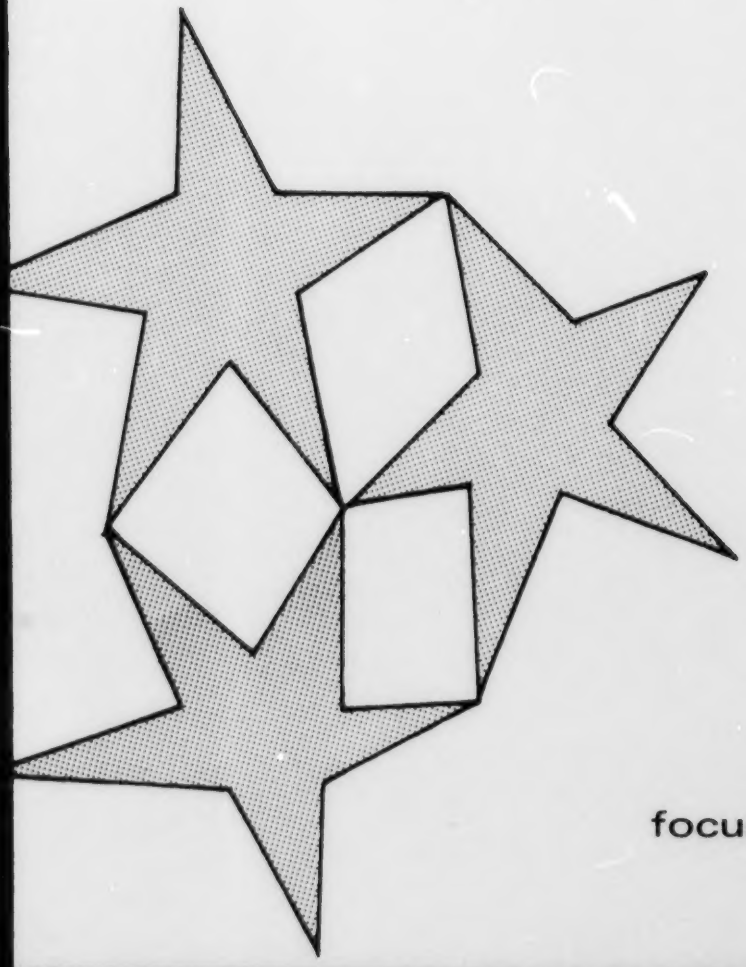
TYPES OF DISCUSSIONS

human behavior studies program

concept theme: human behavior—interaction and adjustment



learning level	
kindergarten	who am i? as i see myself—as others see me
grade one	individuals—similarities and differences
grade two	group behavior—individuality and conformity
grade three	communities—interdependence and change
grade four	societies—interaction, contributions, and pressures
grade five	individuals and groups—prejudice and propaganda
grade six	individuals and groups—human rights and protection



learning level: kindergarten

focus: who am i? as i see myself—as others see me

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
One of the paramount goals of social studies education is to help develop individuals who can rationally and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals	Learning about myself Appearance Physical Racial and/or ethnic group Feelings About self Physical characteristics Abilities What I can do well What I cannot do well What I like to do When sad When happy When worried When afraid When angry When surprised When proud When excited	Each individual is unique and can be identified by distinctive characteristics. RACE RACIAL ETHNIC BLACK WHITE YELLOW RED BROWN SELF ABILITY FEELINGS

FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What do I know about myself? Do I look like other boys or girls?	Have pupils describe their reflections in a mirror. Immediately following the verbal activity, have them draw self portraits. This exercise may be repeated several times during the year, and it should prove interesting to note the pupils' self-concepts after discussing their final drawings. Using the mirror again, allow pupils to examine their different facial expressions. These may be recorded in individual books and used later for comparisons and interpretations.	Pupils Anglund, J. Love Is a Special Way of Feeling. Ardizzone, E. Tim All Alone. Darrow, J. I'm Glad I'm a Boy! I'm Glad I'm a Girl! Kent, J. Just Only John. Kuskin, K. In the Middle of the Trees. Shaw, R. Who Are You Today? Audio Visual Who Do You Think You Are? (sound filmstrip)
How do I feel about myself?	Have pupils discuss why they used certain colors to depict their facial expressions. Have pupils cooperatively make a collage of faces for a bulletin board display. Have pupils make individual booklets which could be cumulative. Booklets, entitled "As I See Myself," might contain pictures and/or sentences and captions relating personal data. Pupils may use voice balloons. This may be accomplished as follows: Myself (photograph or drawings) My family (photograph or drawings) Places I'd like to visit My wish	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
One of the paramount goals of social studies education is to help develop individuals who can rationally and objectively react to, interact, and participate in the perplexing society in which they live. To this end, it becomes mandatory that teachers play an important role in the personal development of each child. Every young child, therefore, in order to develop a healthy self-concept and to begin to think intelligently and reflectively as he responds to his complex environment should be guided to -Discover the kind of person he is -Discover his unique and distinctive qualities -Appreciate his ethnic identity as a part of his self-identity -Become aware of how and why others feel about him as a person -Examine and realistically interpret his behavior as he relates to people and events -Consider self-initiated action toward realistic goals	About people of different ages Babies Children my own age and other children Adults About people of other racial, ethnic, and religious groups About children of different sexes	DIFFERENCES DIFFERENT SIMILAR

FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	What I like about school What I like to do before and after school How I help my family How I help in school	Pupils Buckley, H. Grandfather and I. Buckley, H. Grandmother and I. Clifton, L. Some of the Days of Everett Anderson. Collier, E. The Birthday Tree. Kent, J. Just Only John.
	Have pupils use puppets to demonstrate and react to different emotions. What is my favorite pet? Playmates I like best.	
How do you feel about people who are different from you? Do you think differences are important? Are some differences more important than others? If so, which ones? How do you feel about children of different sexes? What do you expect of others? How am I different?	Using the theme, "Put Yourself in the Other Person's Place," have the pupils utilize books, stories, dramatizations, poems, television programs, records, etc., as a basis for discussion. Encourage inquiry techniques. Suggestion: A new boy enters class. Some of the children begin to tease him and call him names; other children laugh. Have pupils role play this scene or similar scenes as they happened, guiding the pupils always. Evaluate the activity in light of suggested and other inquiry questions. Role play and evaluate a variety of alternate actions for the same scene. Also act out a variety of ways in which this scene might have been prevented.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

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FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	What occurred? How did you feel when the incident first occurred? Why did the situation arise? What feelings were aroused? Why were these feelings evident? Should anyone have reacted differently? What were some alternative actions? How might the situation have been avoided?	Pupils Bernheim, E. A Week in Aya's World: The Ivory Coast. Brandwein, P. The Social Sciences: Concepts and Values. Elisofon, E. A Week in Agata's World: Poland.
	Have pupils design murals or booklets depicting interaction of children of varied racial and ethnic groups.	
	Plan visits with other racial or ethnic groups.	
	Have pupils prepare a multi-ethnic testing party featuring native foods (use rebus method for reading directions). Try to have a native of the country represented prepare the food.	
Who are the members of my family? What is my family's racial or ethnic identity? What makes me alike or different from other members of my family?	Have pupils draw pictures or share photographs of family members. Discuss and share experiences with family members with the class.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Have pupils discuss their racial or ethnic identity. Have pupils discuss how they are like their mother, father, etc. Have pupils in either individual or group situations read books or view filmstrips about children of the same ethnic group. In an audience situation, discuss similarities and/or differences in experiences, family life, physical characteristics, etc. Allow children to role play for greater understanding. Have pupils keeps individual booklets containing collections of pictures, drawings, etc., related to their own ethnic group and others.	Pupils Friedmann, T. Concepts and Values—Beginning Level Prints. Hines, J. My Friends in Africa, Books I and II. King, F. People at Home. Lyon, F. A Week in Windley's World: Hawaii. Reit, S. A Week in Bico's World: Brazil, and A Week in Hagan's World: Israel. Audio Visual What Color Are You? (sound filmstrip)
What customs and events do my family and I enjoy today?	Guide pupils in locating the origins of customs, traditions, and holidays on a simple globe or map. Have pupils discuss different customs, traditions, and holidays with parents, older siblings, and other relatives. Encourage the exchange of this information in the classroom. Have pupils share artifacts, post cards, wearing apparel, models, etc., from other countries.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Have pupils use maps to identify countries. Have pupils learn about the customs, traditions, and holidays of other countries, including songs, poems, games, dances, etc. Have pupils interview teachers, friends, etc., who have visited other lands and who are of other religious, ethnic, or racial groups. Share the information in class, developing with the pupils one or two guide questions to ask the interviewees. Provide for a series of travelogues, including staff members, community people, parents, etc., as speakers. Have a multi-ethnic exhibit in the classroom, encouraging pupils to make, develop, or bring models, artifacts, artwork, etc. Have pupils explain their exhibit to other classes and visitors.	Pupils Andre, E. Things We Like To Do. Buckley, H. Grandfather and I. Audio Visual It Takes Two To See-Saw (recording) Do You Know What Happened? (recording) Focus on Sharing (recording) Andy, A Boy Who Ran Away (recording) Something about Me (recording)

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

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FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do I react when I have a problem?	Role play a variety of real life classroom and playground situations in which feelings and emotions are involved. Utilize inquiry techniques and activities as bases for discussion.	Pupils Shaw, R. Who Are You Today? Elwart, J. Right Foot Wrong Foot.
How do I seek to solve my problems? How can I decide the best ways to solve my problems? Where can I find help in solving my problems? How do others react to my problems? How do I react to the problems of others?	What do I consider a problem? What kinds of problems are there? What do I do when I have a problem? What kinds of problems am I able to solve myself? What people do I know who can help me solve my problems? What places can I go to for help in solving my problems? How does solving one problem help me in solving other problems later? Suggestion: Knowing the proper courtesies for asking and receiving might be considered. Have pupils interview a policeman, a fireman, and a crossing guard. Pupils may make a scrapbook showing how each public servant helps other people solve their problems. Have pupils make trips through the school and community to observe proper safety rules.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

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FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Give pupils the responsibility of distributing supplies. Teacher may observe pupils' behavior and record same.	Pupils Ainsworth, J. When I Grow Up. Zolotow, C. You and Me.
How can I become the kind of person I'd like to be? How much do I care about what others think of me?	Conduct round table conversations with small groups using the following suggested topics: "What I think about most" "How I feel about myself" "How I think my friends feel about me" "What I wish for" "What I want to become someday" Suggestion: Keeping an anecdotal record of these conversations will give the teacher insights about individual pupils.	Audio Visual Sometimes I Wonder (sound filmstrip) Circle of Feelings (sound filmstrip) The Magic Glasses (sound filmstrip) The Parade (sound filmstrip) Judy's Ups and Downs (sound filmstrip)
	Have pupils read books independently, listen to records, view films and filmstrips, learn songs, games, and poems about children who are similar or different from them. Racial characteristics Ethnic backgrounds Customs, traditions, holidays	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

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FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do I get along with other people? How much do I know about other children? How do I get along with adults?	Have pupils collect color pictures and make murals of children and/or adults of many races, sizes, shapes, etc., engaged in a variety of activities. Using inquiry questions (see section in this guide) provide opportunities for pupils to discover similarities and differences between people. Suggestion: If the class is multi- or bi-racial, this activity may be conducted on an immediate level utilizing class members and teacher.	Pupils Selsam, M. Benny's Animals. Zolotow, C. Big Sister and Little Sister.
How would you feel if each person looked and acted alike?	Have pupils use simple maps of the city to locate their homes. Have pupils make a large floor map illustrating the places where other children live.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: KINDERGARTEN

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FOCUS: WHO AM I? AS I THINK I AM; AS OTHERS SEE ME

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Have pupils visit with multi- or bi-racial classes, or classes composed of students from different socio-economic backgrounds to share game periods, story hours, parties, joint assemblies, musical programs, exchange art exhibits, etc. Plan "buddy classes" designed for the sharing of photographs, drawings, charts, etc.	Pupils Elwart, J. Right Foot Wrong Foot. Shaw, R. Who Are You Today?
	Have pupils pantomime and evaluate a variety of nonverbal gestures and actions as a demonstration of communicating feelings of fear, anger, sadness, etc.	
How do I react to people when I have different feelings at different times? What kind of face do I have when people like me? How can I tell when we have similar feelings?	Have pupils demonstrate through role playing or hand puppets how words and tones of voice communicate or express a variety of feelings about people, places, and events. Have pupils identify and discuss facial expressions which show anger, fear, happiness, etc.	

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: WHO AM I? AS I THINK I AM, AS OTHERS SEE ME

LEARNING LEVEL: KINDERGARTEN

BEHAVIORAL GOALS

1. The pupil will be able to demonstrate self-concept through self portraits and discussion.
2. The pupil will be able to identify by name himself and his immediate family members.
3. The pupil will be able to identify his physical characteristics, such as the color of his hair and eyes, number of hands and fingers.
4. The pupil will be able to identify facial expressions from a set of pictures that depict anger.
5. The pupil will be able to give pertinent information about himself.

   EXAMPLES: name
   address
   telephone number
   age
   school
   grade
   teacher's name

6. The pupil will be able to identify his favorite things.

   EXAMPLES: game
   pet
   story
   television program
   color
   toy

7. The pupil will be able to relate one thing he likes to do best.

EXAMPLES: solitude
togetherness

8. The pupil will be able to demonstrate his knowledge of solving problems by role playing examples of situations.

9. The pupil will be able to indicate on a large, simple map the neighborhood in which he lives.

10. The pupil will be able to identify his race.

11. The pupil will be able to identify through pictures at least one other racial group.

12. The pupil will be able to locate on a simple map his country.

13. The pupil will be able to associate artifacts, post cards, wearing apparel, etc., with at least two different countries.

14. The pupil will be able to name one of the following that originated in another country: holiday, food, game (simple explanation of rules).

15. The pupil will be able to sing a song and/or recite a poem that origina ed in another country.

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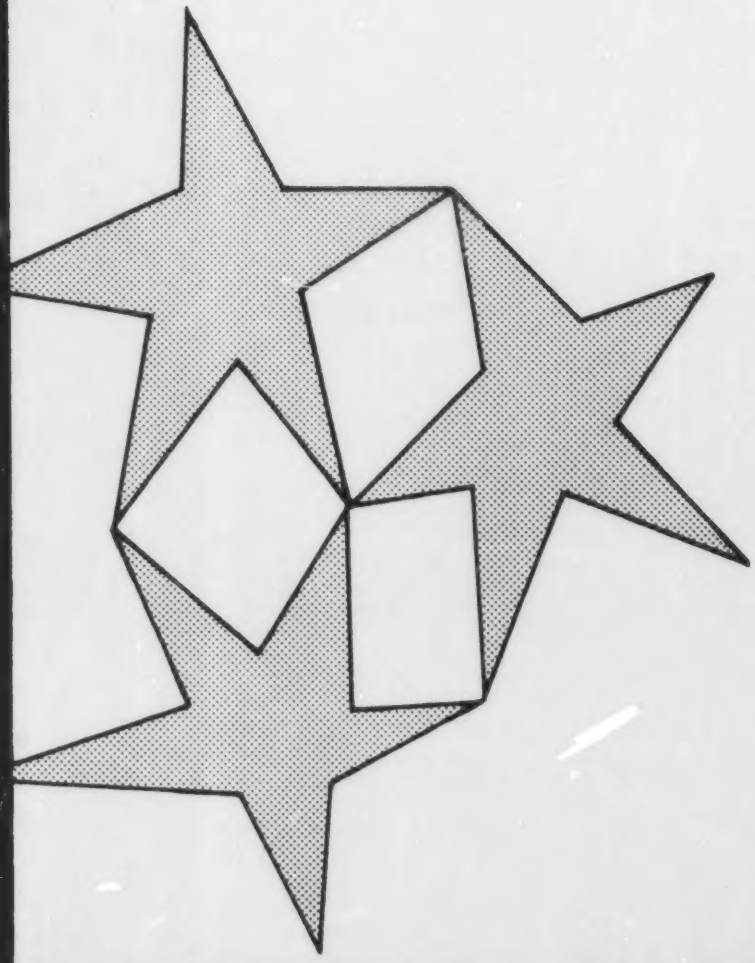
	TITLE
SOUND FILMSTRIPS	
	Focus on Self-Development, Stage One— Awareness
	It Takes Two to See-Saw
	Do You Know What Happened?
	Focus on Sharing
	Andy, A Boy Who Ran Away
	Something About Me
	Problems To Solve
	Musical Circle of Feeling
	The Sound Machine
	Who Do You Think You Are?



learning level: grade one

focus: individuals—similarities and differences

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all	Comparison of other individuals with myself Children of the same racial, ethnic, or religious groups Children of different racial, ethnic, or religious groups Physical characteristics	People are more alike than different. SIMILARITY There are differences within groups. TRAITS CHARACTERISTICS

FOCUS: INDIVIDUALS—SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How are all boys and girls like me? What are the basic needs of all children? How are our basic needs alike? How do we compare physically?	Have pupils assemble illustrative booklets of things one needs for living, such as air, food, housing, etc. Investigate the primary and secondary needs of people. Discuss the needs of people and make a chart, classifying the needs as primary and secondary. Use individual illustrations to check the pupils' understanding of primary and secondary needs. Group pupils and list some common characteristics they share, such as arms, legs, eyes, etc. Have pupils make large cutout parts of the body and assemble them to illustrate the human form. Make footprints and handprints of each pupil to demonstrate likeness and individuality. Have pupils read books to discover physical similarities and differences. Suggestion: Record the length and weight of children at birth. Compare these figures with the pupils' present height and weight to illustrate how different they are now.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Goldin, A. Straight Hair, Curly Hair. Grossman, R. People, Places, Products. Jaszi, J. Everybody Has Two Eyes. Audio Visual Fs-318, Getting To Know Me

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are some things that are expected of all children?	Record the height and weight of each pupil in the class at the beginning and end of the unit.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Beim, L. and J. This is a Team. Brandwein, P. The Social Sciences: Concpets and Values. Coatsworth, E. Lonely Maria. King, F. People at Home. King, F. Families and Social Needs. Audio Visual Sd-1483.2, What Color Are You? Fr-318, Getting To Know Me
	Ask pupils who have recently moved into the neighborhood to relate things they had to learn as newcomers, such as street names, directions to school and church, etc. Suggestion: Establish an exchange program between class members and another first grade class. Exchange charts, stories, and artwork to discover similar interests and activities.	
How are we alike emotionally?	List and classify things all pupils must do at home and school. Discuss and chart what emotions mean to the class.	
How are we different emotionally?	Use dramatic play to illustrate various emotions, such as fear, anger, and love.	
	Use a role playing situation to illustrate a child who needs and wants affection from his mother and/or other family members.	

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all	Social characteristics Children of different racial, ethnic, or religious groups	Man is a social animal. GROUP INDIVIDUAL There are differences between groups. GROUP INDIVIDUAL TRAIT CHARACTERISTIC

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Use books and filmstrips to investigate similarities among people.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Grossman, R. People, Places, Products. Audio Visual Fs-318, Getting To Know Me
How are we alike socially? Why do we work and play in groups?	Have each pupil do a self portrait and display his finished product in the room. This activity should give pupils a feeling of being a part of the group. Develop an understanding of primary and secondary groups with the pupils. Record findings on a chart allowing the pupils to classify the primary and secondary groups to which they belong.	
How are some boys and girls different from me?	Present the class with pictures of the three main racial groups (Caucasoid, Negroid, and Mongoloid) allowing them to discuss the differences and similarities between the races. Use the globe to point out the areas where the main racial groups may have come from. An example might be pointing out that blacks were found in Africa. Use magazine photographs to identify people of various ethnic and racial groups. Mount the pictures and have pupils analyze differences and similarities. Use books to investigate differences among people.	

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize	Family customs and traditions	Man is a social animal. CUSTOM TRADITION
-Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all	Differences and similarities in ability	There are differences within groups. ABILITY INTEREST NEEDS There are differences within groups. ABILITY

FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How are our family customs and traditions different? How does the location of the family affect the customs and traditions?	Compare and contrast the ways members of the class celebrate special events with their families, such as birthdays and specific holidays. Have pupils illustrate these celebrations in various media.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. King, F. People at Home. King, F. Families and Social Needs. Audio Visual Fr-318, Getting To Know Me
	Have two pupils pretend to be of different ethnic groups, explaining some special foods eaten in their homes and how their mothers prepare them.	
How are we different in ability?	Investigate the types of eating utensils used in ethnic restaurants and compare them with those used in American restaurants.	
Why do we have different interests?	Classify a group of pupils by age and sex. Extend this activity by going on to good runners, artists, singers, etc., to build an appreciation for abilities and differences.	
How do needs differ?	Use books to investigate the abilities of people who do many things in various parts of the United States.	
	Use books, pictures, or other sources to identify different family interests.	

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are some differences in the way we talk?	Use the tape recorder to record special words used by pupils during informal conversation in class.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Grossman, R. People, Places, Products. King, F. People at Home. King, F. Families and Social Needs. Audio Visual Sd-1419.1, Families and Learning
How are adults like me?	In various media, have the pupils illustrate how family members meet their physical needs through working together. Use books to investigate needs and roles of adults. Discuss the similarities between the expectations of children and adults. Develop a chart which depicts the concept that adults and children have similar needs. Needs | Adults Children Emotional: love, friends, etc. Physical: food, shelter, clothing, etc.	

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

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FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How are adults different from me?	Have pupils execute a mural, discuss and/or role play situations which demonstrate some ways adults differ from children. Suggestion: Sample areas could be experiences, desires, talents and abilities, interests, and ways of communicating and expressing feelings.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Grossman, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. King, F. People at Home. King, F. Families and Social Needs.
How are adult roles different from those of children?	Dramatize roles adults assume at home or school to demonstrate differences between their roles and children's. Have pupils make booklets depicting how adults help individual children in the class. Make a chart that depicts things adults and children do that are different. Suggestion: The format below may prove helpful. Adults / Children Go to work / Go to school Vote in elections / Ride tricycles Drive cars	Audio Visual Sd-1329.1, Beginning Responsibility: Doing Things for Ourselves in School Fr-318, Getting To Know Me Fr-269, Robert and His Family

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are the roles of adults at school, home, and in the community?	Have pupils role play to analyze how adults can contribute to children's safety in the neighborhood. Use the classroom as an example of a place that requires rules. Have pupils prove or disprove this hypothesis with evidence as the teacher records data on the chalkboard. Pupils may make a list of rules for home and school, comparing both.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Cucciculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Grossman, R. People, Places, Products. King, F. People at Home. King, F. Families and Social Needs.
How do roles compare in different racial, ethnic, and religious groups?	Allow pupils to record on tape descriptions of different parts of the country in which they have traveled. Illustrations may accompany tapes. Compare the roles of adults in various ethnic groups for differences and similarities. Chart the results on story paper and make a big book from the charts. This book may be used as a record book.	Audio Visual Sd-1369.1, Community Services

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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	Reciprocal rights of adults and children	Adults and children have rights. RESPECT PROTECTION

FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How are adults and children responsible to each other?	Use rules to illustrate the shared responsibilities of adults and children in family and school. Have pupils role play to demonstrate how teenagers can be helpful to adults by babysitting, helping with homework, and/or some community activities. List some shared responsibilities of adults and children at home and in school.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. King, F. Families and Social Needs. Audio Visual Sd-1369.1, Community Services Sd-1419, Families and Learning Sd-1073.1, Going to School Is Your Job Sd-1073.2, Good Citizens
How can adults and children share responsibilities?	Have pupils make hand puppets to dramatize aspects of the school safety program. Suggestion: Two good examples might be a policeman and crossing guard helping boys and girls to get to and from school safely.	
How can both protect their rights?	Use books, films, and pictures to reach an understanding that adults and children have rights. Use dramatizations to illustrate how they can aid each other in the protection of rights. List and discuss ways that children can prove their point without being rude or disrespectful. Dramatize sharing the television at home as a right for adults and children. Suggestion: Use ownership, privacy, and feelings as examples of rights to be protected.	

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

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FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do children work with adults in the home and at school?	Allow pupils to divide into family groups and dramatize learning activities, such as how to brush one's teeth and how to set the table for a meal. Allow each child to illustrate a note on why he loves his father, mother, or the person who takes care of him. Have pupils send the notes home. Suggestion: These notes may be written individually or cooperatively depdending upon the individual readiness of pupils.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. King, F. Families and Social Needs. Audio Visual Sd-1329.1, Beginning Responsibility: Doing Things for Ourselves in School Sd-1369.1, Community Services Sd-1073.2, Good Citizens Fr-269, Robert and His Family Ps-162, A Family at Work and Play
How do children work with each other? In school? In the home? At play?	Have pupils illustrate in a booklet the many roles children assume at school, home, and in the community. Use books to learn how people work together in the school, in the home, and at play to accomplish group goals.	

CONCEPT THEME: HUMAN INTERACTION–ADJUSTMENT AND BEHAVIOR

LEARNING LEVEL: GRADE ONE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
A young child is motivated by his feelings. He must be led to realize that emotions alone are poor guides; that knowledge of himself and of those with whom he comes in contact will help him to improve himself by thoughtful evaluations. The teacher must prove to the child the value of human personality (including his own). It is by raising a child's self-esteem that we are able to help him find his place in the world. Therefore, we must emphasize -Discovery by the child of the effect his feelings and experiences have on his personality -Opportunities to find that others are like him or different -Improvement of interaction with others by improvement of self -Recognition of individual rights and responsibilities -Truth that all rights are accompanied by responsibilities -Realization that all ethnic groups have qualities that, if understood, are conducive to successful interactions -Value of group formulation of their "norms," acceptable or nonacceptable behavior -Idea that each individual can contribute to the welfare of all	Adults As they work together As they play together As they communicate	Man is a social animal. COOPERATION CONFLICT

FOCUS: INDIVIDUALS–SIMILARITIES, DIFFERENCES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do adults work with each other in varied situations such as: Work? Recreation? Community involvement?	Have pupils illustrate adults working together in many situations. Pupils may use various media. Have pupils list and illustrate on a chart ways that people can work together. Discuss the ways adults can cooperate with each other in the community. Use books to investigate different ways that adults work together.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Audio Visual Sd-1369.1, Community Services Sd-1073.1, Going to School Is Your Job. Sd-1073.2, Good Citizens Ps-162, A Family at Work and Play

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: INDIVIDUALS— SIMILARITIES AND DIFFERENCES

LEARNING LEVEL: GRADE ONE

BEHAVIORAL GOALS

1. The pupil will be able to recognize three fundamental needs of all people.

   EXAMPLES: all people must eat
   all people must rest
   all people need air

2. The pupil will be able to identify two characteristics shared by all people.

3. The pupil will be able to give two ways in which he looks different from some of the members of his class.

   EXAMPLES: height
   weight

4. The pupil will be able to use pictures to identify three races of people by the color of their skin.

5. The pupil will be able to relate two things he likes doing best.

   EXAMPLES: in school
   at home

6. The pupil will be able to listen to a tape recording and distinguish between a foreign language and English.

7. The pupil will be able to relate three things that he and his family do together.

9. The pupil will be able to describe from pictures various feelings exhibited by people.

   EXAMPLES: happiness
   sadness
   fear
   anger

10. The pupil will be able to demonstrate the established rules of safety by playing the role of a crossing guard or a policeman.

11. The pupil will be able to relate two of his responsibilities at home.

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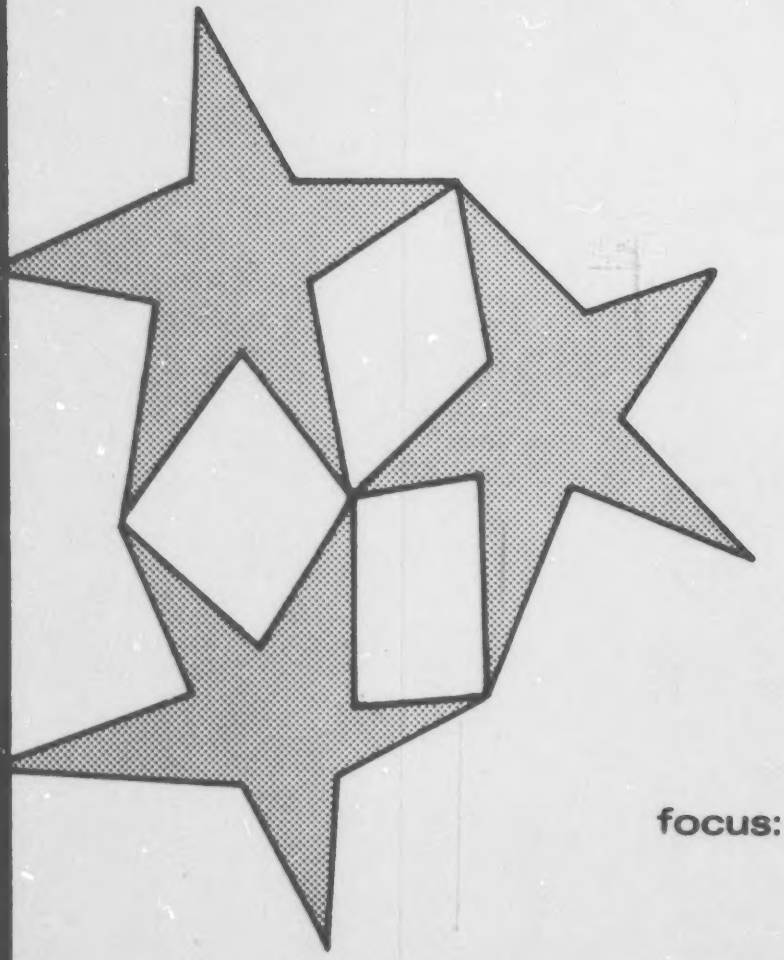
	CATALOGUE NUMBER	TITLE
FILMS	Sd-1329.1	Beginning Responsibility: Doing Things for Ourselves in School
	Sd-1419.1	Families and Learning
	Sd-1073.2	Going to School Is Your Job
	Sd-1214.1	Getting Along with Others
	Sd-1351.1	Getting Angry
	Sd-1427.1	People Are Different and Alike
	Sd-1483.2	What Color Are You?
SOUND FILMSTRIPS	Fr-318	Getting To Know Me
PICTURES	Ps-162	A Family at Work and Play



learning level: grade two

focus: group behavior—individuality and conformity

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Two fundamental and timely issues are conformity to established laws and customs of group living versus expression of one's individuality sometimes, without reference to prevalent opinions and rules. The school must teach, as early in the child's life as possible, the delicate balance between development of one's individuality and conformity to rules and regulations for the good of all. The child must learn that the rights of any individual are always accompanied by responsibilities to the group--be it family, school, community, or nation. He also must be taught that the test of his respect for his individuality is the respect and regard that he has for others. Therefore, great emphasis must be placed by the teacher on -Encouraging a child to have a healthy self-image -Giving each child a chance for self-expression -Helping each pupil in self-examination -Exploring avenues of interaction and communication between individuals and groups of various ethnic origins -Showing the need for examining, as an aid to successful living, the positive qualities of everyone with whom the child interacts -Noticing the necessity in communities all over the world of reconciling individual differences	Role of family life in preparing child for successful interaction with others Help each pupil in understanding the value and uniqueness of his personality Educate each pupil to conform to family laws for the good of all	Family life is common to all people. Families vary in size and composition. FAMILY TALENT ABILITY GROWTH People develop rules as they live together. RULES LAWS DECISIONS

FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do I feel about my family?	Have pupils make booklets entitled "The Best of (child's name)" containing illustrations and short sentences about their best features.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum.
How does my family help me realize the value and uniqueness of myself? What are some special things about me? What are some things that I do well? How does my family feel about me?	Review the basic human needs and chart them into primary and secondary needs. Discuss with pupils the ways in which their families provide emotional support. Follow this activity with a search for pictures, in magazines, that illustrate families expressing feelings for each other.	Pupils Brandwein, P. The Social Sciences: Concepts and Values Brown, M. Company's Coming for Dinner. Grossman, R. People, Places, Products. King, F. Families and Social Needs. Richards, M. Our Country. Richards, M. Learning about the World.
How has my family helped me to learn rules? What responsibility do I have for making and obeying rules?	Have pupils role play situations to develop the concept that rules are necessary to their households and must be discussed, taught, and observed. Suggestion: Parents and older and younger children in the family could serve as characters. Have pupils read stories illustrating children who do not obey rules. Have pupils recall personal experiences which involved rules serving as protection, such as safety rules. Develop cause and effect relationships.	

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Two fundamental and timely issues are conformity to established laws and customs of group living versus expression of one's individuality sometimes, without reference to prevalent opinions and rules. The school must teach, as early in the child's life as possible, the delicate balance between development of one's individuality and conformity to rules and regulations for the good of all. The child must learn that the rights of any individual are always accompanied by responsibilities to the group—be it family, school, community, or nation. He also must be taught that the test of his respect for his individuality is the respect and regard that he has for others. Therefore, great emphasis must be placed by the teacher on -Encouraging a child to have a healthy self-image -Giving each child a chance for self-expression -Helping each pupil in self-examination -Exploring avenues of interaction and communication between individuals and groups of various ethnic origins -Showing the need for examining, as an aid to successful living, the positive qualities of everyone with whom the child interacts -Noticing the necessity in communities all over the world of reconciling individual differences	Help each child to discover and assess his strengths and weaknesses Provide opportunities for creative expression Provide opportunities for decision making	All individuals have strengths and weaknesses. ABILITY TALENT IMPROVEMENT Group living requires cooperation. COOPERATE COOPERATION

FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can my family help me to discover my talents? How do they halp me make improvements? Attitudes Abilities Relationships Creativeness Talents	Guide pupils in analyzing ways that families bring out the talents of their members. Have pupils list ways a family can help its members. Suggestion: Have pupils make a frieze depicting the activities discussed above. Divide pupils into groups to discuss, record, and report on ways families help their members improve. Use listed books to gather information about families helping their members.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values Grossman, R. People, Places, Products. King, F. Families and Social Needs. Richards, M. Our Country. Richards, M. Learning About the World.
In what ways does my home allow for creative expression? Do we sing or dance together? Do we play musical instruments? Do we share stories or poems?	Investigate creative expression in the family by having pupils tape methods different families use. Tapes may be utilized during a sharing experience or art lesson in which pupils illustrate the varieties of experiences shared. Provide opportunities for pupils to share their talents with classmates as they do with their families.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Two fundamental and timely issues are conformity to established laws and customs of group living versus expression of one's individuality sometimes, without reference to prevalent opinions and rules. The school must teach, as early in the child's life as possible, the delicate balance between development of one's individuality and conformity to rules and regulations for the good of all. The child must learn that the rights of any individual are always accompanied by responsibilities to the group–be it family, school, community, or nation. He also must be taught that the test of his respect for his individuality is the respect and regard that he has for others. Therefore, great emphasis must be placed by the teacher on -Encouraging a child to have a healthy self-image -Giving each child a chance for self-expression -Helping each pupil in self-examination -Exploring avenues of interaction and communication between individuals and groups of various ethnic origins -Showing the need for examining, as an aid to successful living, the positive qualities of everyone with whom the child interacts -Noticing the necessity in communities all over the world of reconciling individual differences	Provide opportunities for interacting with people of different racial, ethnic, or religious groups Role of school in increasing pupil's self-awareness Recognition of goals	Group living requires cooperation. COOPERATE COOPERATION All individuals have strengths and weaknesses. ABILITY TALENT Group living requires cooperation. COOPERATE COOPERATION

FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Does my family have a chance to get to know people of other racial, ethnic, and religious groups? Through community activities? Through religious activities? Through school activities? Through political activities? Through social activities?	Divide pupils into small groups to perform activity to the left. Pupils may share information with chart stories, on tapes, or in individual language experience books. Have one group use books to investigate ways in which families can get to know people.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Joyce, B. Strategies for Elementary Social Science Education.
Do members of my family get to know people of other ethnic groups on an individual basis? Through work experiences? Through leisure experiences? Through social experiences?	Have pupils analyze ways that the school can create situations to develop talents in children. Are athletic talents being developed in the physical education program? Do art and music expose pupils to a variety of experiences? Are dramatics and creative writing utilized? Career information? Suggestion: Have the art recource teacher talk with pupils about the possibilities of art as a career for pupils whose interests lie here.	Pupils Belpie, P. Santiago. Brandwein, P. The Social Sciences: Concepts and Values King, F. Families and Social Needs. Richards, M. Our Country. Richards, M. Learning About the World.
What are my feelings toward school personnel?		
Have pupils share the duties of various school personnel, and provide a day when pupils assume these roles under capable leadership.	Intramural sports can provide the stage for identifying and stimulating interest in sports, as well as exposing potential. Provide such activities in the school, or if this is not possible, consult with physical education resource teachers concerning methods of promoting athletic talent through a P.E. program.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What kinds of guidance does the school offer me? How does the school guide me in learning about my abilities? How does the school encourage me to talk about my ideas and experiences? How can the school help me to set and achieve my goals? How can I work with the school to achieve these goals?	Each pupil should have the opportunity to see some of his work displayed. This could be done by some form of grouping which would allow each pupil to realize his contribution is appreciated. Suggestion: A Group of the Week in Social Studies might be formed to execute a bulletin board display. Allow for long range record keeping by keeping a folder on each pupil's progress. At some point in the school year discuss with each student his strengths and areas he should set for improvement. Investigate ways in which the school and home can work together to evaluate as well as set goals for pupils. Record the results and refer to them as the need for help arises. If there is a piano teacher available in the school, have her speak with pupils about taking piano lessons. The music resource teachers can be of assistance in exposing pupils to musical enjoyment and directing musical talent.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values King, F. Families and Social Needs. Richards, M. Learning About the World.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can the school develop the pupil's unique attributes? What are the pupil's unique qualities? Talents? Personality traits? Physical attributes? Potentials to be developed?	Every child has unique qualities. Allow each pupil to examine, for himself, these qualities in a special language booklet, entitled "I'm Good at These Things," illustrating some of these things. Suggestion: Some pupils will need more assistance than others, and assisting individuals will give the teacher an opportunity to know them, gain insights into their views of themselves, and enhance their self images.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values King, F. Families and Social Needs. Sperry, A. Call It Courage.
Arrange a talent program so each pupil can contribute. Suggestion: This activity may be shared with other classes.	In a small group, ask pupils to describe a particular pupil. Have pupils complete the sentences below on the chalkboard: He (she) has two hands, eyes, etc. He (she) feels_____. He (she) does_____. He (she) is_____. Chart something that can be found out about a person by looking at him. Make another list of things that cannot be found out about a person by looking at him. Investigate and discuss other means of getting to know things about people, classifying the information into groups, such as what the person can tell me and what friends or family can tell about someone.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

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	A person often acts toward another person according to that person's expectations of him	People's expectations affect individual behavior. UNDERSTANDING BEHAVIOR EXPECTATIONS

FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEAKNING EXPERIENCES*	
How can I know when I am doing my best?	Have pupils take individual inventories of what they do well, things they want to improve, and desires. Suggestion: The teacher may assist pupils in meeting these goals through a contract.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum.
How can I learn to understand and appreciate people who are different from me?	Review with pupils the basic similarities of all people, listing them on the chalkboard or a chart. Share stories from varied ethnic, racial, and religious groups to develop an appreciation of differences. Have a tasting party, sampling ethnic foods, such as Chinese, kosher, or scul foods. Learn some songs and/or dances that reflect the multi-ethnic makeup of the nation. Suggestion: Indian dances, spirituals, and the polka are good examples. Have a class discussion on individual feelings and what is expected of others, asking: How do we react to praise? How do we react to being scolded? How do we react when someone asks or expects us to do well? How do we react when someone expects us to do poorly? Have pupils role play these situations and examine reactions.	Pupils Brandwein, P. The Social Sciences: Concepts and Values Grossman, R. People, Places, Products. King, F. Families and Social Needs. Richards, M. Our Country. Richards, M. Learning About the World. Udry, J. What Mary Jo Shared.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

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FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why are there times when groups and individuals want different things or have different feelings?	Using real situations at school or in the neighborhood, when individuals want to do certain things (visit the zoo or go on a picnic), use role playing to demonstrate the conflict between group and individual wants. Include a variety of solutions to the conflict.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum.
How can working together solve problems?	Make a booklet illustrating how people work together in families to achieve goals. Chart the steps in planning and having a classroom party which will illustrate the common goal and how people working together share ideas. Use different books to investigate ways that groups can work together to solve problems.	Pupils Brandwein, P. The Social Sciences: Concepts and Values Grossman, R. People, Places, Products. King, F. Families and Social Needs. Richards, M. Learning About the World.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE TWO

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FOCUS: GROUP BEHAVIOR–INDIVIDUALITY AND CONFORMITY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can group satisfaction be achieved by working toward a common goal?	Have pupils assemble a book of charts and pictures illustrating the achievements of the group in a concerted effort. Read the story "Nail Soup" and others which demonstrate the differences between group and individual efforts. Allow each pupil to execute a self portrait, writing or dictating sentences under it concerning things he likes about himself. Discuss ways people can show love for others. Have pupils dramatize how they treat other people when: They are cross from lack of sleep. They are feeling hungry. They are feeling sick. They have received a compliment. They have accomplished something. They have received a suggestion or criticism from another child or an adult. Suggestion: Set a common goal, with a time limit, so pupils can compete.	Teachers Cuber, J. Sociology— A Synopsis of Principles. Gibson, J. The Intergroup Relations Curriculum. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Grossman, R. People, Places, Products. King, F. Families and Social Needs. Richards, M. Learning About the World.

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: GROUP BEHAVIOR-- INDIVIDUALITY AND CONFORMITY

LEARNING LEVEL: GRADE TWO

BEHAVIORAL GOALS

1. The pupil will be able to write his name, address, and at least one good sentence about himself.
2. The pupil will be able to give three rules he must follow at home.

   EXAMPLE: putting toys in a safe place
3. The pupil will be able to state at least two individual goals and one group goal when playing a game.

   EXAMPLE: any team or relay game
4. The pupil will be able to draw a picture depicting two activities that he and his family share.
5. The pupil will be able to name two activities that he enjoys in school.
6. The pupil will be able to work with other pupils in a group to make a mural or participate in playground activities.
7. The pupil will be able to role play situations demonstrating getting along with others.

   EXAMPLES: sharing a favorite toy
   using, "May I", "Please", and "Thank you"
8. The pupil will be able to demonstrate how to settle a dispute when two children participate in different activities using the same equipment.
9. The pupil will be able to play a game that would necessitate waiting his turn.
10. The pupil will be able to explain why waiting one's turn in a group activity is demonstrating good behavior.

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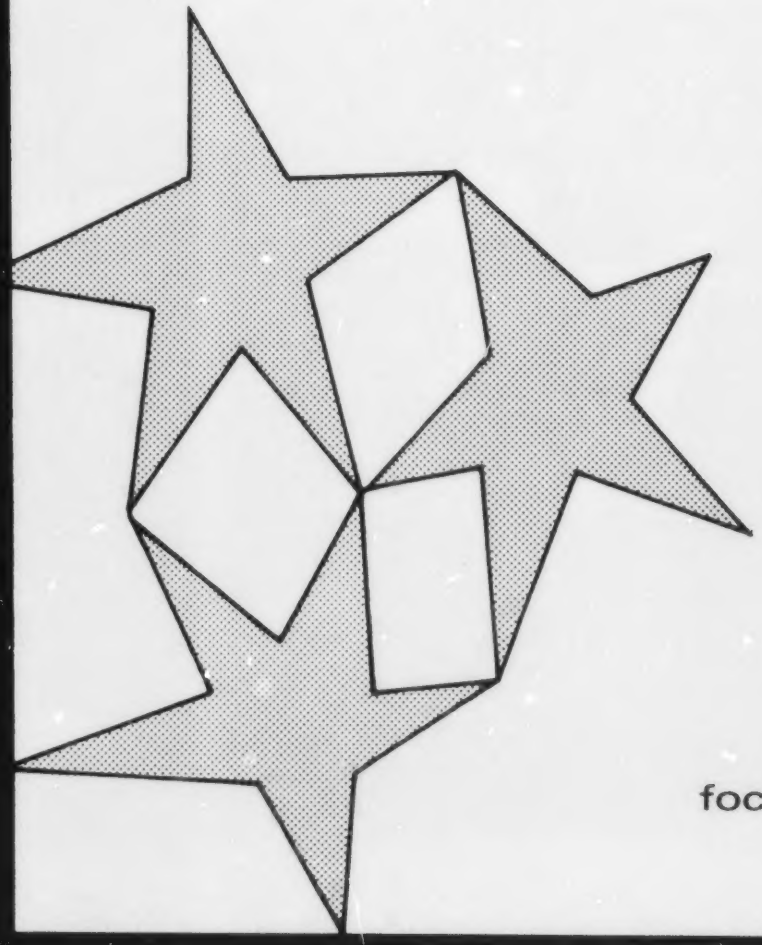
	CATALOGUE NUMBER	TITLE
FILMS		
	Sd-1329.1	Beginning Responsibility: Doing Things for Ourselves in School
	Sd-1419.1	Families and Learning
	Sd-1073.2	Going to School Is Your Job
	Sd-1214.1	Getting Along with Others
	Sd-1351.1	Getting Angry
SOUND FILMSTRIPS		
	Fr-318	Getting To Know Me
PICTURES		
	Ps-162	A Family at Work and Play



learning level: grade three

focus: communities—interdependence and change

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to -Help children discover that interaction and interdependence between members of a community are necessary for survival -Help children recognize the contributions of early communities to modern communities -Help children realize that the achievements of communities today have their roots in the past -Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities	Reasons why people everywhere live in communities Need for group living Need for protection Search for a better life Need for help in solving problems Kinds of communities in which people live Villages Towns Urban centers Suburban area Rural areas Mining towns Reservations Industrial centers Trailer camps Resorts Communes Ghettos Kibbutzim	A community is a group of people living and working together as a smaller social unit within a larger one. COMMUNITY NEIGHBOR PROTECTION PROGRESS Communities are classified by their size and their efforts to meet the needs of their inhabitants and the needs of other communities. NEEDS EFFORTS INHABITANTS

FOCUS: COMMUNITIES–INTERDEPENDENCE AND CHANGE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why does your family live in this community?	Take trips to investigate places of importance to the life of pupils' communities. Make a mural depicting how people in pupils' communities help each other. Investigate methods by which the people of the pupils' communities satisfy their needs.	Pupils Anderson, E. Communities and Their Needs. The Educational Research Council. American Communities Series. (See complete listing in Pupils References: Nonfiction.) The Educational Research Council. Communities at Home and Abroad Series. (See complete listing in Pupil References: Nonfiction.)
How do different communities Meet the needs of their people? Meet the needs of other communities? How does the community of Baltimore Meet the needs of its people? Meet the needs of other communities?	Survey class to determine the number and types of communities pupils have lived in or visited. Have pupils share personal experiences. Visit different types of communities noting similarities and differences. Discover and compare methods people of different communities use in satisfying their needs. Construct dioramas depicting various types of communities.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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-Help children discover that interaction and interdependence between members of a community are necessary for survival	Interdependence of small communities (villages) in securing necessities of life	
-Help children recognize the contributions of early communities to modern communities		
-Help children realize that the achievements of communities today have their roots in the past	Contributions of people who lived in early communities to communities today	Life in modern communities has been made easier because of man's consistent effort to secure a better way of life.
-Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities	Housing Modes of communication Modes of transportation Cultural advances Cooperative efforts of people	IMPROVEMENT COOPERATIVE EFFORTS INVENTIONS

FOCUS: COMMUNITIES–INTERDEPENDENCE AND CHANGE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why did the community of Baltimore and other nearby, large communities grow? Why did other Maryland communities grow?	Review why Baltimore grew to a large, urban community, charting the city's growth on a map. Use maps and globes to demonstrate how the location of some communities aided in this growth.	Pupils Nilsen, W. Exploring World Communities. Preston, R; Clymer, E; and Fortess, L. Communities at Work. Senesh, L. Our Working World.
On what communities does our community depend for its needs and wants?	Investigate ways in which the pupils' communities are dependent upon other communities.	
What are some of the contributions of people who lived in early communities to our way of life?	Investigate important inventions which have contributed to the betterment of life today. Make a pictorial time line illustrating these inventions. Investigate ways early people of America worked together to improve their way of living. Tour art museums to observe the contributions of different ethnic and/or racial groups to the culture of pupils' communities.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to -Help children discover that interaction and interdependence between members of a community are necessary for survival -Help children recognize the contributions of early communities to modern communities -Help children realize that the achievements of communities today have their roots in the past -Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities	Composition of a large urban community Contains many separate communities and/or neighborhoods which depend upon other communities for necessities and cultural activities Are governed by same city laws May be inhabited by People of same ethnic, racial, and/or religious origin People of different ethnic, racial, and/or religious origin	Many smaller communities, each trying to help themselves, work with other communities to make life easier and more pleasant. NEIGHBORHOOD ACTIVITIES CULTURAL ACTIVITIES CITY GOVERNMENT RESPONSIBILITIES GOALS RIGHTS People of same and/or different ethnic, racial, and/or religious origins can live together productively. INDIVIDUAL DIFFERENCES RESPECT PEACE PROBLEMS

FOCUS: COMMUNITIES–INTERDEPENDENCE AND CHANGE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do the communities of Baltimore work together?	Visit community, municipal, and state agencies to investigate communities' efforts to help themselves and others. Suggestion: Sample agencies are the Model Cities Agency, Mayor's Stations, Community Action Agency, and Enoch Pratt Free Library. Invite community group representatives to share improvement efforts. Suggestion: Sample groups are political clubs, community improvement associations, religious groups, and fraternal and social clubs. Tour communities which reflect diverse racial, ethnic, and religious backgrounds. Suggestion: Samples are Little Italy, South Broadway, Lombard Street, and the Lumbee Indian community.	Pupils Hertzberg, H. The Great Tree and the Longhouse. Jackson, K. Homes Around the World. Jennings, J. Great Ideas of Man. Llyon, F. A Week in Windley's World: London. Marriott, A. Kiowa Years: A Study in Culture Impact. Smith, M., and Prescott, C. The Earth and Man.
How can interaction among people of various origins help a community?	Invite representatives from racial, ethnic, or religious groups to address pupils. Suggestion: Samples are the Sons of Italy, Chinese Merchants Association, German Society of Maryland, Baltimore American Indian Study Center, Arena Players, and the National Council of Christians and Jews.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Anthropologists have concluded that from the earliest times people have found a need to live together in communities. These communities have left evidences of salient and distinguishable characteristics. First, people depended upon each other to supply their needs. Second, people were always looking for new and better ways and places to satisfy their needs. Today, communities everywhere follow this same pattern. This unit provides an opportunity to -Help children discover that interaction and interdependence between members of a community are necessary for survival -Help children recognize the contributions of early communities to modern communities -Help children realize that the achievements of communities today have their roots in the past -Help children discover and examine the similarities and differences between the problems encountered by early communities and the problems that must be solved by our multi-ethnic communities	May include "Ghettos"	The common bond of racial ethnic, and/or religious origin should not restrict minorities to a single community. GHETTO, GROUP, MINORITY CHOICE FORCE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Where did the term ghetto originate?	Trace the source of the term ghetto. Compare the original meaning with today's use of the term.	
What are the advantages and/or disadvantages of living in a ghetto?	Interview someone who has lived in a ghetto in other countries, comparing his experiences with life in an American ghetto.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do people contribute to the improvement of the community? Individuals? Groups? Agencies?	Tour community to note different kinds of problems and discuss observations by catergorzing and charting problems. Invite community leaders to share methods of dealing with problems. Institute a series of pupil-parent discussions in which parents share their concerns about the community's problems which involve both parents and their children. Record and illustrate the problems and solutions that were discussed.	Pupils Hertzberg, H. The Great Tree and the Longhouse. Jackson, K. Homes Around the World. Jennings, J. Great Ideas of Man. Llyon, F. A Week in Windley's World: London. Marriott, A. Kiowa Years: A Study in Culture Impact. Smith, M, and Prescott, C. The Earth and Man.
What is my role in helping solve some community problems?	Take a walking tour of the community to note results of vandalism, investigating the cost to specific neighborhoods. Organize a "No Vandalism-- No Litter" campaign, having pupils make signs and flyers, compose slogans and songs. Involve other classes and the community.	
Why do communities in the same city differ?	Tour a variety of communities, including several ghettos, to observe, discover, and compare The use of land The physical characteristics	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Life style of the residents Facilities available Services available Advantages of living in these communities	Pupils Anderson, E. Communities and Their Needs. The Educational Research Council. American Communities Series. (See complete listing in Pupils References: Nonfiction.)
Why is it that, today, many kinds of goods are available to almost any community? Why is it difficult for a community to remain isolated?	Read to discover how transportation and communications systems are important to the life of communities.	The Educational Research Council. Communities at Home and Abroad Series. (See complete listing in Pupil References: Nonfiction.)
	Investigate the interdependence of the Baltimore community and the state, national, and world communities. Chart data on a large map.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE THREE

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What changes of lifes styles are taking place in our community?	Organize walking tours and/or bus tours which will allow pupils to observe innovations in community planning and rehabilitation. Suggestion: The following list of sites might be considered: Cross Keys-- a planned village Columbia-- a planned city Oldtown-- East Baltimore rehabilitation of a central city ghetto Charles Center-- rehabilitation of a downtown area Tyson Street, Mount Vernon Place, and Fells Point-- restoration of historic areas	

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: COMMUNITIES— INTERDEPENDENCE AND CHANGE

LEARNING LEVEL: GRADE THREE

BEHAVIORAL GOALS

1. The pupil will be able to execute a mural depicting how the people in the community work together.

2. The pupil will be able to name three buildings that are located in his community.

   EXAMPLES: schools
   churches
   stores

3. The pupil will be able to identify, collect, or draw pictures of products from farm communities.

4. The pupil will be able to state two ways in which cities are dependent upon farm communities.

5. The pupil will be able to list three services a community must provide to meet the needs of its residents.

   EXAMPLES: jobs
   housing

6. The pupil will be able to locate his community on a map of Baltimore City.

7. The pupil will be able to give two reasons why communities might depend upon each other.

8. The pupil will be able to define what a ghetto is.

9. The pupil will be able to list three methods by which messages are sent from one community to another.

10. The pupil will be able to collect or draw pictures which illustrate various means of traveling from one community to another.

11. The pupil will be able to give two reasons why communities change.

    EXAMPLE: people moving in or out of the community create different needs

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FILMS		
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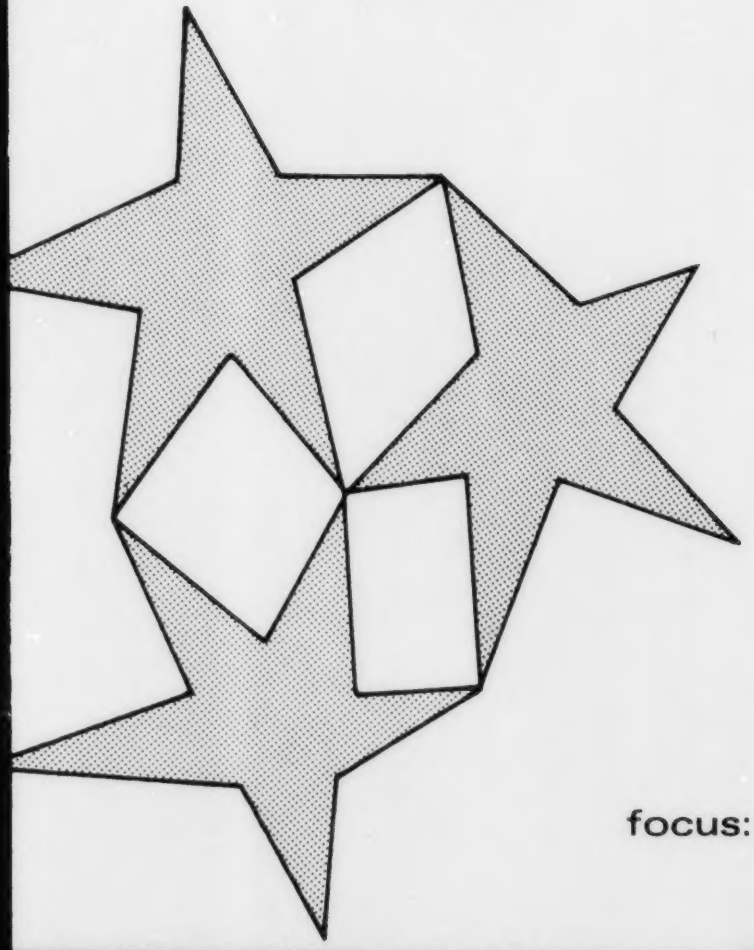
	Sd-1405.2	Africa: An Introduction
	Sd-1180.1	African Girl— Malobi (basic needs)
	Sd-1224.2	Amazon Family (life and work in a small community)
	Sd-1413.1	Building a House
	Sd-1152.1	Buses That Serve the Community
	Sd-1190.2	Communications and the Community
	Sd-1257.1	Community Helpers— The Sanitation Department
	Sd-1369.1	Community Services
	Sd-1105.2	Eskimo River Village
	Sd-1067.2	Everyone Helps in a Community
	Sd-1613.2	Farm Family in Autumn
	Sd-1612.2	Farm Family in Spring
	Sd-1614.2	Farm Family in Summer
	Sd-1615.2	Farm Family in Winter
	Sd-1406.1	Foods Around the World
	Sd-1216.1	Homes Around the World
	Sd-1271.1	How To Build an Igloo

CATALOGUE NUMBER	TITLE
Sd-1055.2	Indian Boy of the Southwest
Sd-1207.1	Indian Influences in the United States
Sd-590.2	Indians of Early America
Sd-1208.1	Life in a Medieval Town
Sd-1450.1	Man Uses and Changes the Land
Sd-1057.2	Newspaper Serves Its Community
Sd-1199.1	Our City Government
Sd-1099.2	Spanish Community Life
Sd-1200.2	Swedish Life
Sd-1056.2	Television Serves Its Community
Sd-1330.2	The House of Man— Our Changing Environment (waste of resources in cities)
Sd-1370.1	Veterinarian Serves the Community
Sd-1172.1	Village Family in Crete
Sd-1540.2	Village Family in China Today
Sd-1050.2	Village Family in India
Sd-1126.2	Washington, City of the World
Sd-897.1	Washington, D. C.: Story of Our Capital
Sd-1408.1	Water for the City
Sd-1361.1	Why Communities Trade Goods
Sd-1266.1	Your Health in the Community

	CATALOGUE NUMBER	TITLE
SOUND FILMSTRIPS		
	Fr-256	Communities Around the World Part I, (1-jh)
	Fr-257	Communities Around the World Part II, (1-jh)
	Fr-258	Communities Around the World Part III, (1-jh)
SLIDES		
	Ks-82	Baltimore City Life
	Ks-58	Historical Baltimore
	Ls-20	Homes
	Ks-76	Homes of Colonial Annapolis
	Ls-22	Indians of the Southwest
	Ks-77	Urban Renewal
	Ls-64	Transportation Before 1860
	Ks-50	Washington, the City and the Man
	Ks-55	Williamsburg
PICTURES		
	Ps-190	Washington, D. C. (21 color pictures) (1-jh)
	Ps-165	Keeping the City Clean and Beautiful (e-m-1)
	Ps-166	How People Travel in the City (e-m-1)

CATALOGUE NUMBER	TITLE	
Ps-167	Moving Goods for People in the City	(e-m-1)
Ps-164	Neighborhood Friends and Helpers	(e-m-1)



learning level: grade four

focus: societies—interaction, contributions, pressures

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal	Societies adjust to, adapt to, and utilize their natural environment People adjust to their natural environment to meet their basic needs Climatic conditions Diversity of Terrain Agricultural diversity	Societies evolved distinctive ways of adapting to various environments. NATURAL RESOURCES GEOGRAPHICAL FACTORS ADAPTATION ENVIRONMENT Societies evolved distinctive ways of adapting to their environment. CLIMATE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Of what significance were the climate and topography in the development of these West African and American Indian societies? What natural resources were available to West Africans? How did religion affect the rise of natural resources? How did the discovery of natural resources influence European involvement in West Africa? What are the problems with our natural resources today? How can they best be solved?	Compare the climate and topography of West Africa and the Northeast United States. Have pupils construct a map showing Products grown Climatic conditions for certain products Investigate how the geography of water influenced the development of these Indian and West African societies. Illustrate the results on maps depicting the location of these bodies of water.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Bacon, P. Religions Around the World. Brandwein, P. The Social Sciences: Concepts and Values. Grossman, R. Working, Playing, Learning. King, F. The Social Studies and Our Country. Audio Visual Sd-1541.2, The Continent of Africa
How was agriculture affected by climate and topography?	Describe the types of agriculture that evolved in these societies in West Africa and America in relation to the topography and climate. Investigate the types of agricultural products grown by the Iroquois.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What natural resources were available for clothing and shelter? How did the climate affect the types of clothing and shelter needed? Was technology a factor in determining the well-being of the West African people? The American Indian? How did the interdependence of the American Indian tribes contribute to their economic survival? What influence has interdependence had upon European and American societies today?	Have pupils reproduce the types of shelters used by American Indians and West Africans, in various media, to demonstrate their effectiveness. Show filmstrips illustrating how American Indians and West Africans provided their shelter and clothing. Have pupils reproduce the clothing and create additional garments that would be suitable. Substantiate the sentence, "In constructing houses, people reflect their ability to adjust to the environment." Create a role playing experience depicting trading for survival.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Pupils Bacon, P. Religions Around the World. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. World Book Encyclopedia. Audio Visual Sd-1216.1, Homes Around the World

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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-To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal	Shelter	Societies evolved distinctive ways of adapting to various environments. TECHNOLOGY CLIMATE CONSERVATION INTERDEPENDENCE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		*-For Pupils o-For Teachers
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did the American Indian and West African discover foods on which they could survive? What effect did the production of food have upon health conditions and medicine? How does the production of food in Europe differ from that in the United States? What are the principal foods grown in Europe? What food products are imported into the U.S. from Europe today? What food products are imported into the U.S. from Asia today? Why did people in West Africa and America both decide to live in villages?	Analyze the production of food as these societies adapted and experimented to meet their needs in West Africa and America. Compare the "slash and burn" agricultural method of the Mali with the Choctaw land movement in America. Have pupils attempt to grow some of the agricultural products developed by these societies, finding out the kinds of soil required for these products. Trace the route of some principal crops in the U.S. from the farm to the table. Repeat this activity for the Mali. Analyze the production of food in West African and American Indian societies, citing the relationship between food production and the economy. Have pupils make a replica of a West African village, town, or city, or an Iroquois village in a diorama. Investigate the types of housing used by the Choctaw, Iroquois, and Cherokee.	Teachers Hunt, S. Games and Sports the World Around. Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Bacon, P. Religions Around the World. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. Grossman, R. Working, Playing, Learning. King, F. The Social Studies and Our Country. World Book Encyclopedia. Audio Visual Sd-1406.1, Food Around the World

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal	Clothing Use of natural resources	Societies evolved distinctive ways of adapting to various environments. NATURAL RESOURCES GEOGRAPHICAL FACTORS ADAPTATION CLIMATE ENVIRONMENT Societies evolved distinctive ways of adapting to various environments. NATURAL RESOURCES ENVIRONMENT CLIMATE ADAPTATION

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did the people of the American Indian and West African societies provide their clothing? What methods are used in Europe and Asia for providing clothing?	Clothing comes from many sources. Find out how clothing is produced and what plants and animals are involved. Allow pupils to report on the clothing worn in West African and American Indian societies, explaining why it was worn.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa.
What natural resources are found in Europe and Asia that can be used for making clothing?	Investigate through records, books, pictures, and filmstrips the types of domestic animals found in West African and American Indian societies. Have pupils make a language experience book to record information.	Pupils Bacon, P. Religions Around the World. Compton's Encyclopedia. World Book Encyclopedia.
	Ask pupils to imagine they own a clothing store in Timbuctu, and ask them how they would get goods for the store.	Audio Visual Sd-1338.1, Land Form and Human Use
How did the people of the West African and American Indian societies make wise use of their natural resources? From what materials are our clothes made today in the U.S.? How were our natural resources used to make a variety of materials for clothing?	Investigate the use of natural resources by the people of Ghana and the Iroquois. What are the main things that determine man's capacity for adaptation to his environment? Demonstrate, in various art media, utilization of the environment to meet the needs of food, shelter, and clothing in American Indian and West African societies. Have pupils make language books illustrating how man used his natural resources in one or more of these societies. Investigate the types of synthetic materials in use today by making a picture chart.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can we compare the level of technology of the American Indian and West African societies? How do technological advances differ in Europe and Asia? How can you account for this difference? How has technology changed the welfare of the people in rural areas today? What major technological advances have contributed to the welfare of man throughout the world? What comparison may we make between the Iroquois Indians and the people of Ghana in utilization of their environment?	Have pupils make a chart comparing the level of technology in the Mali and Iroquois societies. Reproduce, in various media, some of the tools used in these Indian and African societies. Explain how the Cherokee used technology to adapt to his environment. Have pupils assume they are Iroquois Indians or citizens of Ghana who wish to establish a village with other members of their group; then have them list and classify some factors which would influence their choices in this project. Investigate the methods used by members of these societies in utilizing their environments to economic advantage. Identify the types of housing the Choctaw Indians and West African kingdoms had that reflect utilization of the environment. Use illustrations.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Bacon, P. Religions Around the World. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. Grossman, R. Working, Playing, Learning. King, F. The Social Studies and Our Country. World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did family size vary between American Indian and West African societies?	Compare family size of the Iroquois Indians and West Africans. Explain what the extended family, kinship, group, and tribe are.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa.
How do the responsibilities of family members in early societies compare with the responsibilities of family members today?	Have pupils role play situations demonstrating how an Iroquois chief would protect his tribe and family. Dramatize a king being crowned in Ghana.	Pupils Bacon, P. Religions Around the World. Brandwein, P. The Social Sciences: Concepts and Values. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.
How did the Iroquois Indians and the people of Ghana govern themselves?	Illustrate the heirarchy of authority within an American Indian culture. Compare, by use of a chart, the responsibilities of European and American family members. Refute or confirm the following statement with evidence:"The Iroquois nation was far more democratic than the early United States." Investigate how the court system of ancient Ghana was similar to the present U.S. court system. Investigate how the governors of Mali demonstrated their loyalty to Sundiata, comparing their methods with those practiced in the U.S. today.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did nature affect religion in these West African and American Indian societies? How were health conditions affected by religion? What are some different religions practiced in our country? What are the different beliefs within each religion? Why did the American Indian and West African societies need governments? How were the members of these societies protected by their governments? How did the government affect the economic welfare of these peoples? How does our government protect us economically?	Natural phenomena are often used to explain life. Explain this statement in context of West African and American Indian religious beliefs. Explain how the religion of the Choctaw is reflected in the values of this society. Investigate the effects of climatic conditions on the religious beliefs held by these societies. Investigate the laws of the Iroquois tribe designed to protect the welfare of an adopted member. Extend the investigation to a tribe in Ghana. Compare the Indian Removal Act, the Japanese encampment of World War II, and Hitler's concentration camps. Compare the Choctaw and Cherokee reaction to the Land Removal Act of 1830.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Bacon, P. Religions Around the World. Brandwein, P. The Social Sciences: Concepts and Values. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

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FOCUS: SOCIETIES–INTERACTION, CONTRIBUTIONS, AND PRESSURES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What comparison can we make between the resolution of conflicts by the Iroquois Indians and the people of Ghana? How effective were the methods of resolving conflicts by these people? How could you set up general guidelines for resolving conflicts? Could the Land Removal Act of long ago be applied today? Why or why not? What can we learn about these societies in America and West Africa by observing their art?	Investigate the similarities of the U.S. court system to the judiciary of Ghana and the Iroquois nation. Investigate legal rights of Indians in the Indian Removal Act of 1830 as reflected in the actions of the U.S. government. Investigate how the Cherokee Indians reacted to the Land Removal Act and dramatize the situation. Suggestion: Check Indians section in Compton's Encyclopedia for information. Have pupils investigate the necessary steps city government must take when it needs the private property of a citizen for an important facility. Investigate why the Moslems had temples in many cities of Ghana. Take pupils to the Baltimore Museum of Art and the African Museum in Washington, D.C. to learn about African art. Have a native of West Africa address the class concerning his country. Set up an exhibit of West African and American Indian artifacts. Investigate the American Indian in American literature.	Teachers Josephy, A. The Indian Heritage of America. Rosenthal, R. The Splendor That Was Africa. Pupils Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did the Choctaws and people of Timbuktu react to an invasion?	Investigate the Choctaw's attitude toward the Land Removal Act of 1830 and the way the people of Timbuktu reacted to an invasion by the Tuaregs. Analyze the effect the Moslen religion had on learning in the ancient kingdom of Ghana. Compare the effects of invasion on the religions of the people of Ghana and the American Indian.	Teachers Josephy, A. The Indian Heritage of America. Rosenthal, R. The Splendor That Was Africa. Pupils Chu, D. A Glorious Age in Africa. King, F. The Social Studies and Our Country. World Book Encyclopedia.
How did the punishments of the Iroquois and Songhay people compare? What kinds of punishments are used in the U.S. today? How effective are they?	Identify types of punishments used in ancient Songhay and compare them with Iroquois punishments. Compare the types of punishments used in Ancient Europe with present methods of punishment. Have pupils role play to determine punishment of an offender decreed by an Iroquois council. Have pupils role play a property settlement claim in Ghana. Investigate how property claims are settled today, again using a role playing situation.	

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FOCUS: SOCIETIES–INTERACTION, CONTRIBUTIONS, AND PRESSURES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How was the structure of these American Indian and West African societies alike? How has the structure of American Indian and West African societies changed? What effects have these changes had on the people? How did resources of these West African and American Indian societies affect European trade? What contributions have the West Africans made to present day society? The American Indian? How have technology, industry, and inventions contributed to economic development in West Africa? How has European involvement affected the economic development of West Africa?	Investigate the meaning of primary and secondary groups. Identify primary and secondary groups in your life. Identify primary and secondary groups of Songhay and the Iroquois nation. Inquire into the affects city life is having on traditional family and tribal life in America. Investigate the affects of the West African gold trade on the people of Europe before the discovery of America. Investigate the natural resources found in America that benefited Europeans. Have pupils pretend they are a ruler in Ghana and have them decide what they would do with the gold in the treasury.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.

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FOCUS: SOCIETIES–INTERACTION, CONTRIBUTIONS, AND PRESSURES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did these West African and American Indian societies contribute to our society?	Explain the statement: "Medicine owes much to the American Indian."	Teachers
How did European and Asian discoveries contribute to our society?	Investigate the ways in which Indians helped Europeans to survive in America.	Josephy, A. The Indian Heritage of America. Rosenthal, R. The Splendor That Was Africa.
How did people benefit from West African and American Indian discoveries?	Identify the important part played by American Indian societies in the transportation and language of present day America.	Pupils
How did the people of the world benefit from the contributions of Asia?	Investigate the relationship between the American steel industry of today and West Africa.	Brandwein, P. The Social Sciences: Concepts and Values. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.
What foods are on our store shelves today that came from these West African and American Indian societies?	Using a graph, illustrate the amount of gold transported to Europe from the "Gold Coast."	Audio Visual
	Investigate how American Indians helped others explore and settle parts of the country.	Sd-1207.1, Indian Influences in the U.S. Sd-1338.1, Land Form and Human Use
	Gather evidence to substantiate the claim that societies (one African and one Indian) made changes to improve their life styles.	
	Investigate the foods Europeans learned to cultivate from American Indian and West African societies.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did these American Indian and West African societies contribute to our present day economy?	Imagine the effect on the U.S. economy if the American Indians were given their land rights. Picture the American economy, if possible, without corn or peanuts. List products that come from corn and peanuts. Look into the businesses and jobs related to the production of corn and peanuts. Make a chart depicting the results of the contributions of these societies.	Teachers Josephy, A. The Indian Heritage of America. Rosenthal, R. The Splendor That Was Africa. Pupils Bacon, P. Religions Around the World. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. Grossman, R. Working, Playing, Learning. King, F. The Social Studies and Our Country. World Book Encyclopedia.
How did people in these societies use additional wealth after basic needs were met?	On a map find trade routes of the Western Sudan and major Indian routes that are now highways.	
What are the different means of transportation in today's world?	Read to find out how ancient kings of Ghana entertained visitors from other lands.	
What ideas in transportation do we use today that originated in early societies?	Compare the attitudes of American Indians and African people toward wearing jewelry. Trace the origin of each means of transportation, illustrating the information with a diagram.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How have these West African and American Indian societies influenced American art, music, clothing, and sports?	Have pupils attempt to imagine the development of the U.S. without the imput of the West African heritage of American blacks and the culture of the American Indian.	Teachers Hunt, S. Games and Sports the World Around. Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa.
How did African painting compare with its European counterpart?	The Thanksgiving story well illustrates the affect of Indian societies in this nation. Have pupils justify or dismiss this statement.	
What are some determining factors which influence an artist's style and media?	Investigate sports and games of the American Indians, and have pupils learn some of them.	Pupils Brandwein, P. The Social Sciences: Concepts and Values. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. White, T. The Removal of Cherokees from Georgia. World Book Encyclopedia.
	Investigate the significance of some Indian, African, European, and Asian dances.	
How can one compare family expectations in these West African and American Indian societies with those in one's society?	Investigate to find out the family expectations in an American Indian chief's family and in a ruling family in ancient Mali.	
What are the basic elements of African music? Of European music? What are the differences and similarities with today's popular music?	Compare the kinship and tribal groups of Songhay with those of the Cherokee.	Audio Visual Sd-1448.2, People of Africa
	Why are some elderly people reluctant to see the decline of tribalism in West Africa?	
	Have pupils make a chart showing family kinship and tribal groups in Cherokee and West African societies.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What likeness can you discover in the religions of West African and American Indian societies? How is peyotism significant in today's world? How can peyotism be related to drug abuse? How can the rituals of pagan religions be related to practices in present forms of religion? How were these West African and American Indian societies alike when it came to peers? How important are peer groups to an individual? How much influence do they have on one's behavior?	Analyze the similarities of the Iroquois religion and that of Ghana. Define peyotism. How would you feel if the Indians expected you to accept peyotism as they were expected to embrace Christianity? Investigate the effect of the Moslem religion on the king of Ghana as the Tuaregs invaded his nation. Identify tasks which illustrate the passing from one age group to another in West African and American Indian societies. Compare the passing from one age group to another to similar events in American society, such as confirmation, BarMitzvah, etc. Explain the classification of games by sex and age in the Iroquois society. Investigate how strong religious beliefs affected the migrations of Europeans.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia. Audio Visual Ps-185, Children of Africa

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal	Increased wants as basic needs are met Influence of cultural beliefs on wants	Pressures and conflict are common to changing societies. PROGRESS CITY LIFE MACHINE PRODUCTION Societies reflect the values of groups that interact within them. VALUES CULTURE

FOCUS: SOCIETIES–INTERACTION, CONTRIBUTIONS, AND PRESSURES

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What is your opinion of the division of labor in these West African and American Indian societies? How are the labor laws of Europe similar or different from labor laws in the United States? What economic pressures were placed on people in these societies? What economic pressures are placed upon the laborer in the U.S. today? How do they affect the average worker?	Compare the division of labor in your household with these societies. Examine American Indian societies to determine the division of labor and the pressures placed on its members. How did pressures in these West African and American Indian societies affect the resolution of conflicts? What might one learn about pressures in these West African and American Indian societies when age groups for these people are examined? Have pupils assume they live in Songhay or in a Choctaw village and they must decide how to earn a living. Compare what was considered to be wealthy in the two societies. Investigate methods of accumulating wealth in these societies. Investigate methods of accumulating wealth in the U.S.	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FOUR

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Children in Baltimore City Schools can learn about today's highly complex and rapidly changing society through a comparative study of different societies. The interaction of societies, intergroup relations, conflicts, and persistent pressures are surveyed. An analysis will promote an understanding of how people adapt to their environment. This unit will also enable children to begin to understand our competitive and pluralistic society and guide them in responding to crucial issues. Further examination of various cultures will help children understand and appreciate the interdependence of people. This unit is designed -To foster an understanding of intergroup relations and reduce prejudice by analyzing multiethnic societies and their structure -To learn how these societies adjust to, adapt to, and utilize their natural environment -To learn how these societies preserve their culture and assimilate the cultures of other societies -To investigate significant contributions of these cultures to today's societies -To analyze some of these societies and recognize that pressures and conflicts are universal	Resolution of conflicts Economic demands can create pressure and conflict Provision for basic needs for people in the society	

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What analysis can be made of these societies as technology increased their wants? Of what importance is satisfying wants and needs to the survival of a society?	Compare the wants of the Cherokee tribal members and the city dwellers of Jenne. Investigate the accomplishments of the Cherokee Indians in Georgia before their removal. Explain and prove the statement: "As the people of Ghana increased their wants, learning was emphasized." Investigate and chart Asian and American attitudes concerning School — Art Work — Health Music — Recreation	Teachers Josephy, A. The Indian Heritage of America. Murdock, G. Africa: Its People, Their Culture and History. Rosenthal, R. The Splendor That Was Africa. Pupils Bacon, P. Religions Around the World. Brandwein, P. The Social Sciences: Concepts and Values. Chu, D. A Glorious Age in Africa. Compton's Encyclopedia. King, F. The Social Studies and Our Country. World Book Encyclopedia.
How do the attitudes of people in these societies toward material things influence their wants? In our society?	Compare the feelings of the people of Mali with the Cherokee Indians on owning land, jewelry, houses, etc. List all findings Discuss the values that these attitudes reflect Determine if these values are related to the religious beliefs of these societies Have pupils make individual or group charts illustrating a comparison of their attitudes toward Family — Land ownership Work — Learning Religion	

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: SOCIETIES— INTERACTION, CONTRIBUTIONS, PRESSURES

LEARNING LEVEL: GRADE FOUR

BEHAVIORAL GOALS

1. The pupil will be able to relate in two sentences how the topography and climatic conditions of a region influence its economic development.

2. The pupil will be able to list two reasons why Ghana was a prosperous country.

3. The pupil will be able to list two effects of the Land Removal Act upon the lives of the Cherokee and Choctaw Indians.

4. The pupil will be able to state two ways the Iroquois were important to the French and English settlers in America.

5. The pupil will be able to list two ways in which interdependence among nations has influenced the people of the world.

6. The pupil will be able to draw and/or collect pictures of products that are made from corn and peanuts.

7. The pupil will be able to state two examples of pressures within a society.

8. The pupil will be able to give one reason why changes within a society are sometimes referred to as pressures.

9. The pupil will be able to write two reasons why it could be necessary for our present day society to change.

   EXAMPLES: need for better housing
   need for employment facilities

10. The pupil will be able to list the countries that have contributed to our present day writing and number systems.

11. The pupil will be able to list some of the ways that early European, Asian, and/or African civilizations contributed to our society.

    EXAMPLES:

art	government
music	architecture
industry	education
	religion

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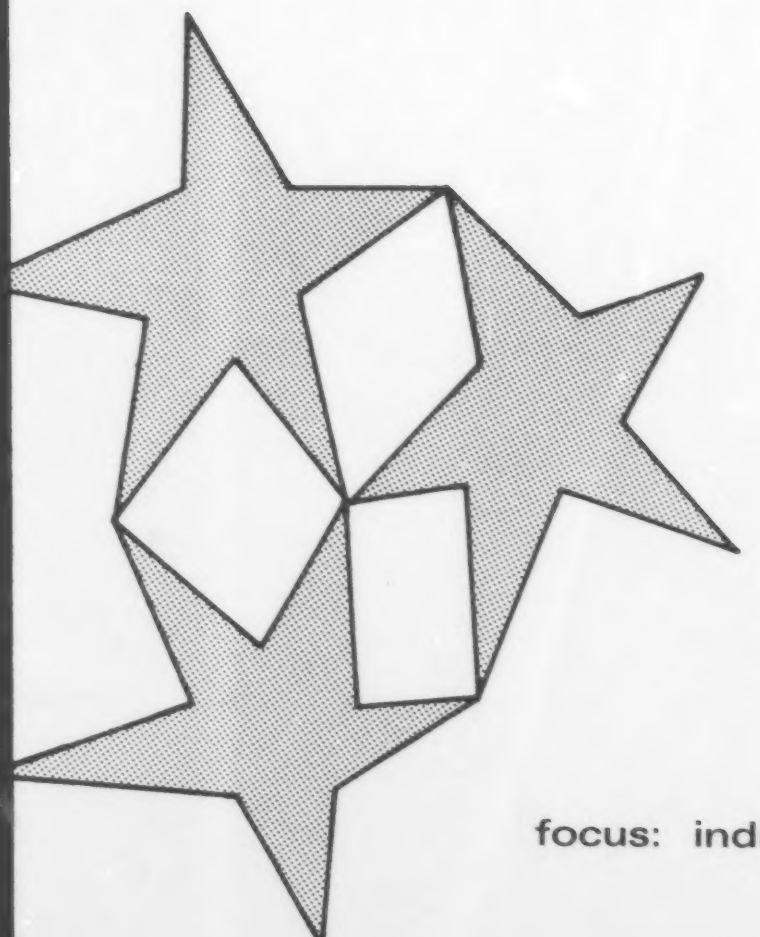
	CATALOGUE NUMBER	TITLE
FILMS		
	Sd-1405.2	Africa: An Introduction
	Sd-1180.1	African Girl— Malobi
	Sd-1083.2	African Storyteller
	Sd-1541.2	Continent of Africa, The
	Sd-1429.2	Economy of Africa, The
	Sd-1406.1	Foods Around the World
	Sd-1216.1	Homes Around the World
	Sd-654.1	Indian Hunters
	Sd-1207.1	Indian Influences in the U.S.
	Sd-590.2	Indians of Early America
	Sd-1338.1	Land Forms and Human Use
	Sd-1448.2	Peoples of Africa
SOUND FILMSTRIPS		
	Fr-177	Africa: The Land of Developing Countries, Part I
DISC AND TAPE RECORDINGS		
	Rs-163	War Whoops and Medicine Songs
	Ps-176	Study Prints Africa

CATALOGUE NUMBER	TITLE
Ps-185	Children of Africa
Ps-175	Indian Life



learning level: grade five

focus: individuals and groups—prejudice and propaganda

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another	Nature of Prejudice Causes Lack of understanding Misinformation, preconceived notions and myths Poor self concept or image Inadequate feelings Guilt feelings Inferiority complexes Inability to cope with frustrations Ways in which prejudices are perpetrated By individuals By groups Ways in which attitudes of prejudice are indicated Through verbal and non-verbal communication Through mass media Through isolation	Prejudicial and stereotypic thinking is destructive to all. PREJUDICE DISCRIMINATION STEREOTYPE

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can we know and understand the nature of prejudice? What is prejudice? What are some of the main causes of prejudice?	Use a film or filmstrip to introduce the subject of prejudice to the class. Use a newspaper or magazine article to stimulate a discussion about prejudice and discrimination.	Teachers Alport, C. The Nature of Prejudice. Clements, H. Social Study: Inquiry in Elementary Classrooms. Cohen, R. The Color of Man. Davis, J. The American Negro Reference Book. Goldmark, B. Social Studies: A Method of Inquiry. Simpson, G. Racial and Cultural Minorities.
Are we always a majority or a minority?	Use "All in the Family" to give an insight into what prejudice means. (Check television listings.) Examine situations in the home, school, city, and neighborhood where majority and minority situations are related to prejudice in the city, state, nation, and world.	Pupils Brandwein, P. The Social Sciences: Concepts and Values.
Is there a difference between prejudice and discrimination?	Check the definitions of prejudice and discrimination in an unabridged dictionary and a social science dictionary.	Audio Visual Sd-1427.1, People Are Different and Alike Fr-278, Exploding the Myths of Prejudice Fr-318, Getting To Know Me
	Have pupils discuss, in small or large groups, the meanings of prejudice and discrimination.	

CONCEPT THEME: HUMAN BEHAVIOR--INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Use materials from the kit "The Color of Man " to develop concepts of the family of man and classifications.	Teachers Alport, G. The Nature of Prejudice. Davis, J. The American Negro Reference Book. Goldmark, B. Social Studies: A Method of Inquiry. Report of the National Advisory Council on Civil Disorders. Simpson, G. Racial and Cultural Minorities. Pupils Cohen, R. The Color of Man.
	Using standard information sources, investigate some of the causes of prejudice. Have pupils write individual reports from their research and present them to the class or in small groups.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Investigate organizations in Baltimore City that are attemping to protect their members from discrimination. List the names, methods used, and the reasons for the groups' forming. Suggestion: Groups might include the Italian American League, Civil Rights League, B'nai B'rith, and NAACP.	Teachers Alport, G. The Nature of Prejudice. Clements, H. Social Study: Inquiry in Elementary Classrooms. Davis, J. The American Negro Reference Book. Goldmark, B. Social Studies: A Method of Inquiry. Simpson, G. Racial and Cultural Minorities. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Audio Visual Sd-1427.1, People are Different and Alike Fr-318, Getting To Know Me Fr- , Minorities Have Made America Great

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

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FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can we identify and classify various types of prejudice?	Develop a chart classifying the various types of prejudices people were subjected to in this country. Select one or more minority groups and investigate how they reacted to prejudice. Investigate discriminatory practices aimed at present day minority groups. Investigate and classify local, state, and national groups that are trying to change prejudiced attitudes and discriminatory practices. Have pupils role play situations to dramatize "harmless" prejudices, such as liking certain sports. Try to have pupils understand that reason is not as important as feelings and conditioning when one forms prejudices. Classify various types of discriminations ethnic, racial, and religious groups were subjected to, such as government quotas on immigration, housing, schools, etc. Chart the results.	Teachers Butwin, F. The Jews in America. Goldmark, B. Social Studies: A Method of Inquiry. Grossman, R. The Italians in America. Johnson, J. The Irish in America. Jones, J. The Greeks in America. Kunz, V. The Germans in America. Leathers, W. The Japanese in America. Spangler, E. The Negro in America. Pupils Stanek, M. How Immigrants Contributed to Our Culture.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS—PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do groups and individuals attempt to deal with prejudice and discrimination? What is pluralism?	Investigate the meaning of the words pluralism and melting pot. Allow pupils to decide on the worth of each concept.	Teachers Alport, G. The Nature of Prejudice. Clements, H. Social Study: Inquiry in Elementary Classrooms. Cuber, J. Sociology— A Synopsis of Principles. Davis, J. The American Negro Reference Book. Goldmark, B. Social Studies: A Method of Inquiry. Handlin, O. The Uprooted. Report of the National Advisory Council on Civil Disorders. Simpson, G. Racial and Cultural Minorities.
What is a social institution? How does it help to maintain the status quo? What is racism? What is institutional racism?	Define social institution and find out how social institutions affect racial, ethnic, and religious groups in their attitudes and actions. Suggestion: Sample institutions might be churches, schools, and families. Investigate how some institutions deal with the problems of prejudice and discrimination. Suggestion: Sample institutions might be the Jewish Times, Polish Alliance, The Baltimore Afro American, or other newspapers.	Pupils Brandwein, P. The Social Sciences: Concpets and Values. Audio Visual Si-1427.1, People Are Different and Alike Fr-318, Getting To Know Me Fr- , Minorities Have Made America Great

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

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-Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences	Less harmful prejudices	
-Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs		
-Have children evaluate the kinds of prejudice		
-Have children evaluate the operation of prejudice		
-Have children devise ways by which prejudice can be decreased		
-Emphasize the fact that no race is the only custodian of culture and knowledge		
-Help children to be aware of the great contributions to civilization that have been made by all races		
-Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another		

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Martin Luther King, Jr., called the church hour on Sunday the most segregated time in America. Examine the record of the church in the past and at present to determine its role. How did the church serve blacks? How did the church serve immigrant groups as they arrived in this country? Suggestion: Samples for this inquiry might be the Catholic Church, the Irish, the Poles, and the Italians.	Teachers Butwin, F. The Jews in America. Grossman, R. The Italians in America. Handlin, O. Race and Nationality in American Life. Handlin, O. The Uprooted. Handlin, O. The American People in the Twentieth Century. Hunt, S. Games and Sports Around the World. Johnson, J. The Irish in America. Spangler, E. The Negro in America. Wytrawal, J. The Poles in America.
	Make a personal evaluation of attitudes toward foods to determine if they are prejudicial or if they have a real basis. Examine attitudes toward sports and recreation. Why is football a rugged sport? Suggestion: Additional sports might be rugby, tennis, chess, etc.	Pupils Compton's Encyclopedia. Patrick, J. The Progress of the Afro-American. World Book Encyclopedia.

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do racial, religious, and social prejudices influence individuals? How do they affect the victim? How do they affect the bigot?	Investigate textbooks used ten years ago on local, state, and national levels to determine how they treated various racial, ethnic, and religious groups. Compare the decade-old books with those in use today. Select stories from the bibliography to instill insights into how prejudice and discrimination affect bigots and victims. Use standard information sources to learn about groups and individuals in the pluralistic society of the United States. Explore the treatment of Indians and blacks in old films on television, comparing the treatment with current films and television shows.	Teachers Alport, G. The Nature of Prejudice. Clements, H. Social Study: Inquiry in Elementary Classrooms. Davis, J. The American Negro Reference Book. Simpson, G. Racial and Cultural Minorities. Pupils Brown, D. Bury My Heart at Wounded Knee. Josephy, A. The American Indian Heritage. Rambeau, J. The Magic Door. Rambeau, J. Stranger at Cherry Hill. Rambeau, J. China Boy. Rambeau, J. Chumsah Boy. Audio Visual Fr- , Minorities Have Made America Great

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Divide class into groups to investigate how minority groups were treated. Inquire into the treatment of Cherokees and freedmen after the Civil War, Germans during World War I, Japanese-Americans during World War II, the Poles in American cities, Jews, Italians, etc.	Teachers Alpert, G. The Nature of Prejudice. Butwin, F. The Jews in America. Davis, J. The American Negro Reference Book. Grossman, M. The Italians in America. Johnson, J. The Irish in America. Jones, J. The Greeks in America. Kunz, V. The Germans in America. Leathers, N. The Japanese in America. Spangler, E. The Negro in America. Wytrwal, J. The Poles in America.
How do groups and individuals respond to discrimination?	Use standard information sources to examine the effects of discrimination on individuals and groups in the United States. Find out how various individuals fought back and achieved in spite of prejudice and discrimination. Discuss how the bigot may feel about prejudice. Suggestion: "All in the Family" is a good starting point.	Pupils Compton's Encyclopedia. Chu, D. Passage to the Golden Gate. Meltzer, M. To Change the World. Stanek, M. How Immigrants Contributed to Our Culture. White, T. The Removal of the Cherokees from Georgia. World Book Encyclopedia.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Few social attitudes are more destructive than attitudes based on prejudice. Most prejudices are irrational and insincere because they have no rational foundations. Prejudice is dangerous because it is the forerunner of hatred. When prejudiced people form groups, they become highly dangerous to the object of their hatred and subversive to the common good. Since minorities of various ethnic origins, especially the American blacks, have suffered for centuries from prejudice, it is highly important that every teacher should endeavor to -Teach that prejudices are acquired traits. Children are sometimes conditioned to prejudice by their parents and sometimes by unhappy experiences -Show that individuals often think alike and are prejudiced against other groups because of differences in customs and beliefs -Have children evaluate the kinds of prejudice -Have children evaluate the operation of prejudice -Have children devise ways by which prejudice can be decreased -Emphasize the fact that no race is the only custodian of culture and knowledge -Help children to be aware of the great contributions to civilization that have been made by all races -Lead children to deduce, from their findings, that a race is not justified in being prejudiced against another	Effects of prejudice on life of racial, ethnic, and/or religious groups Welfare and progress made more difficult Creation of unfriendly atmosphere on which fear and hate flourish Lack of adequate progress in areas of Economics Politics Education Housing	Our pluralistic nation is composed of many racial, ethnic, religious and, cultural groups. RACIAL ETHNIC PLURALISM A positive self concept benefits the child as well as society. SELF CONCEPT IDENTITY SOCIETY

FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do racial, ethnic, and religious prejudices affect groups?	Use standard information sources to investigate the treatment of various minority groups in the United States during the 1960's. Use current newspaper articles to investigate the status of exiles to the United States. Find out why the Jewish Defense League is so controversial in the Jewish community. Visit the Polish Alliance or a similar organization for a first-hand look at the organization's work. Investigate why the NAACP was founded and who organized it. Use current newspaper articles to investigate the work of the Italian-American Civil Rights League.	Teachers Clements, H. Social Study: Inquiry in Elementary Classrooms. Davis, J. The American Negro Reference Book. Franklin, J. From Slavery to Freedom. Gibson, J. The Intergroup Relations Curriculum. Simpson, G. Racial and Cultural Minorities. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Stanek, M. How Immigrants Contributed to Our Culture. Audio Visual Fr- , Minorities Have Made America Great

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why do prejudices continue in our society? How are people responsible? How are institutions responsible? How does the media contribute to the perpetuation of prejudices?	Investigate the protection of civil rights in the United States. Suggestion: A good starting point might be the courts. Investigate reasons for the treatment of blacks in America. Analyze the attitude of the media toward minorities through old films, newspapers, and magazines. Find out the parts history and tradition play in keeping prejudices alive. Find out the significant role institutions play in the 1. Perpetuation of prejudice and discrimination 2. Reduction of prejudice and discrimination 3. Investigate the term institutional racism	Teachers Alport, G. The Nature of Prejudice. Simpson, G. Racial and Cultural Minorities. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Patrick, J. The Progress of the Afro-American.
How do prejudices against women show as we examine our culture? Women's liberation Right to vote	Initiate a discussion on effecting change in the nation toward undesirable but traditionally accepted attitudes, opinions, prejudices, etc. Stimulate pupils to propose solutions to these problems.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can we, as individuals and as group members, deal with discrimination and prejudice?	As a member of many social groups (primary and secondary), the pupil is subjected to many kinds of group prejudices. Allow pupils to list some of the group-inspired prejudices on the chalkboard, such as foods one is partial to because one lives in the United States. Find out what black, red, and brown power are. Pupils may debate the strategies of the black power movement in the United States.	Teachers Butwin, F. The Jews in America. Gibson, J. The Intergroup Relations Curriculum. Hunt, S. Games and Sports Around the World. Report of the National Advisory Council on Civil Disorders. Simpson, G. Racial and Cultural Minorities. Pupils Compton's Encyclopedia. World Book Encyclopedia. Audio Visual: Sd-1401.1, Foods Around the World NOTE: Additional materials will be included in the kit for teachers.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Compare black power bloc voting to ethnic bloc voting during the 1900's in our cities.	Teachers Gibson, J. The Intergroup Relations Curriculum. Grossman, R. The Italians in America. Handlin, O. The American People in the Twentieth Century. Johnson, J. The Irish in America. Report of the National Advisory Council on Civil Disorders. Simpson, G. Racial and Cultural Minorities. Wytrwal, J. The Poles in America. Zeighler, B. Immigration: An American Dilemma.
	Investigate the results of bloc voting in Baltimore City during the 1970 November election. Find out how the B'nai B'rith organization benefits people in Baltimore City. Investigate the distribution and influence of this organization.	Pupils The Baltimore Afro American, November 6, 1970 The Baltimore News American, November 4, 1970 The Baltimore Sun, November 4, 1970 NOTE: Additional materials will be included in the kit for teachers.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
Public opinion is very important in our society because citizens act and react according to their opinions. Therefore, complete, unbiased and important information should be readily accessible to our citizens. However, the average person, child or adult, is surrounded by propaganda for and against many issues and points of view. Many means, some direct, some indirect, are used by various interests to convince the public that they are right. It is imperative that at any early age children should be led to: -Evaluate, as much as possible, all information -Learn to distinguish between authoritative and unreliable sources of information -Be selective in regard to mass media -Try to analyze ideas, to think logically and critically, avoid most generalities -Know that all propaganda is not bad -Realize that is is wrong to stigmatize and condemn people because of their race, creed or ethnic origin -Know that propaganda plays a great part in the perpetuation of racial antagonism -Realize that propaganda is an aid to war and also to peace -Understand that knowledge of many facts is essential to acquiring ability to distinguish between good and bad propaganda	Relationship between propaganda and prejudice Ways in which propaganda may create or foster prejudice Appeals to emotion rather than reason Is usually oriented toward one side of an issue Discourages reflective thinking Turns individuals who are sometimes mildly prejudiced into bitter partisan	The past, present, and future are at stake in dealing with prejudice and propaganda. ISSUE EMOTION PLURALISM DIVERSITY Understanding propaganda requires critical examination of it. PROPAGANDA CONTROVERSY

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why do prejudice and propaganda affect each other?	Investigate the work of groups that are trying to foster understanding among all people. Find out what techniques of propaganda they use. Suggestion: Sample groups are National Conference of Christians and Jews, American Jewish Committee, and the Anti-Defamation League. Listen to Martin Luther King's "I Have a Dream" speech and discuss his purposes in making it. Examine the types of propaganda used in films and magazines about American Indians. Have speakers from organizations like the N.A.A.C.P. and B'nai B'rith explain their organization's work to the class. Examine magazines and textbooks that are ten or fifteen years old and compare the attitudes toward and omissions of minorities with contemporary textbooks and magazines. Examine posters used by these organizations over the past ten years. Have pupils make propaganda posters promoting good human relations in Baltimore.	Teachers Choukas, M. Propaganda Comes of Age. Clements, H. Social Study: Inquiry in Elementary Classrooms. Josephy, A. The Indian Heritage of America. Simpson, G. Racial and Cultural Minorities.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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FOCUS: INDIVIDUALS AND GROUPS–PREJUDICE AND PROPAGANDA

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How can we recognize propaganda? How can we distinguish between propaganda and fact? What is the significance of propaganda in our lives? How do we feel about the use of propaganda? How does propaganda influence our lives?	Allow pupils to view a television program to see a commercial. Ask them to determine why the commercial is propaganda. Use newspaper and magazine advertisements to determine the purposes and kinds of propaganda used. Examine some of the materials for and against the proposes State Constitution of 1968. See if the pupils are aware of the fine line between education and propaganda in this particular issue. Examine brochures from groups such as the National Conference of Christians and Jews as examples of positive propaganda designed to promote good human relations. Check for validity. Analyze the effect of propaganda on legislation on the local, state, and national levels. Suggestion: The issue of sex education is a starting point. Find out if the Human Relations Commission or the Community Relations Commission utilizes propaganda to further their causes.	Teachers Choukas, M. Propaganda Comes of Age. Packard, V. The Hidden Persuaders. Pupils Compton's Encyclopedia. World Book Encyclopedia. NOTE: Additional materials will included in the kit for teachers.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What are some obvious means of propagandizing?	Investigate the means of propagandizing on the local, state, and national levels. Have pupils role play to demonstrate how a propaganda campaign might be started to sell the concept of community schools. Have pupils make posters and plan a mock parade to sell the idea in their communities. Investigate the role of propaganda in the current ecology movement, emphasizing charges and countercharges. What is a lobbyist? Have pupils role play to dramatize a lobbyist attempting to influence a legislator in the passage of legislation imposing pollution controls. Use President Nixon's comments on welfare recipients and determine from the information whether his remarks are valid. Check local newspapers to see if jobs are available to everyone in Baltimore.	Teachers Choukas, M. Propaganda Comes of Age. Packard, V. The Hidden Persuaders. Pupils Compton's Encyclopedia. Newsweek, April 5, 1971. Time, February 8, 1971. World Book Encyclopedia. Audio Visual Sd-544.3, To Touch a Child

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How do we determine the purposes of propaganda?	Examine literature published by the United Nations and determine its purpose. Examine the literature of various organizations to determine purpose. Investigate advertisements to find out to whom the messages are addressed, such as housewives, children. Investigate regulations (laws) on lobbying in Baltimore and the U.S. Investigate the role of government censorship in the postal services, in films, etc. Discuss the results of the investigations and decide if such censorship is necessary. Discuss the Vietnam War and determine if opinions about it are based on facts or propaganda. Investigate the propaganda used by the Allies and the enemy to win wars such as World War II, the Korean Conflict, Vietnam. Investigate current issues in Baltimore City.	Teachers Choukas, M. Propaganda Comes of Age. Fall, B. Streets Without Joy. Fall, B. Two Vietnams. Fall, B. Hell in a Small Place. Packard, V. The Hidden Persuaders. NOTE: Additional materials will be included in the kit for teachers.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE FIVE

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How does propaganda affect communication in our lives?	Investigate through media sources present attitudes toward welfare reform, ecology, and other current controversial issues. Allow the pupils to debate the influence of demonstrations on racial problems in Baltimore. Have pupils role play to dramatize the job of the U.S. Information Agency in promoting U.S. government policies in Asia and Africa. Investigate the resources used by the city to sell school loans. Examine the effect propaganda has had on the use of tobacco in the U.S. Investigate methods utilized by realtors when neighborhoods change from white to black. Examine literature on drug abuse and determine its propaganda value.	

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: INDIVIDUALS AND GROUPS— PREJUDICE AND PROPAGANDA

LEARNING LEVEL: GRADE FIVE

BEHAVIORAL GOALS

1. The pupil will be able to define prejudice and list two main causes of prejudice.
2. The pupil will be able to explain the relationship between prejudice and discrimination.
3. The pupil will be able to list at least three organizations in Baltimore that are attempting to protect members from discrimination.

   EXAMPLES: N.A.A.C.P.
   B'nai B'rith
   National Council of Christians and Jews

4. The pupil will be able to explain the meaning of cultural pluralism and tell how it applies to our society.
5. The pupil will be able to distinguish between the bigot and the victim.
6. The pupil will be able to state three ways in which racial, religious, and social prejudices affect individuals.
7. The pupil will be able to describe two ways in which two racial groups in this country have been discriminated against.
8. The pupil will be able to list two factors that led to the rise of black and red power.
9. The pupil will be able list at least three possible ways to overcome the attitudes of prejudice.
10. The pupil will be able to explain the purpose of pressure groups.
11. The pupil will be able to give one example indicative of how propaganda is related to prejudice.
12. The pupil will be able to design at least one propaganda poster and compose one slogan to promote good human relations in Baltimore.
13. The pupil will be able to select one television commercial and explain why it is a form of propaganda.

14. The pupil will be able to illustrate through drawings and/or pictures the difference between positive and negative propaganda.

15. The pupil will be able to define censorship and explain how it is related to propaganda.

16. The pupil will be able to list at least three instruments of propaganda.

17. The pupil will be able to define a stereotype and briefly explain his feelings about stereotyping.

18. The pupil will be able to define racism.

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  - book
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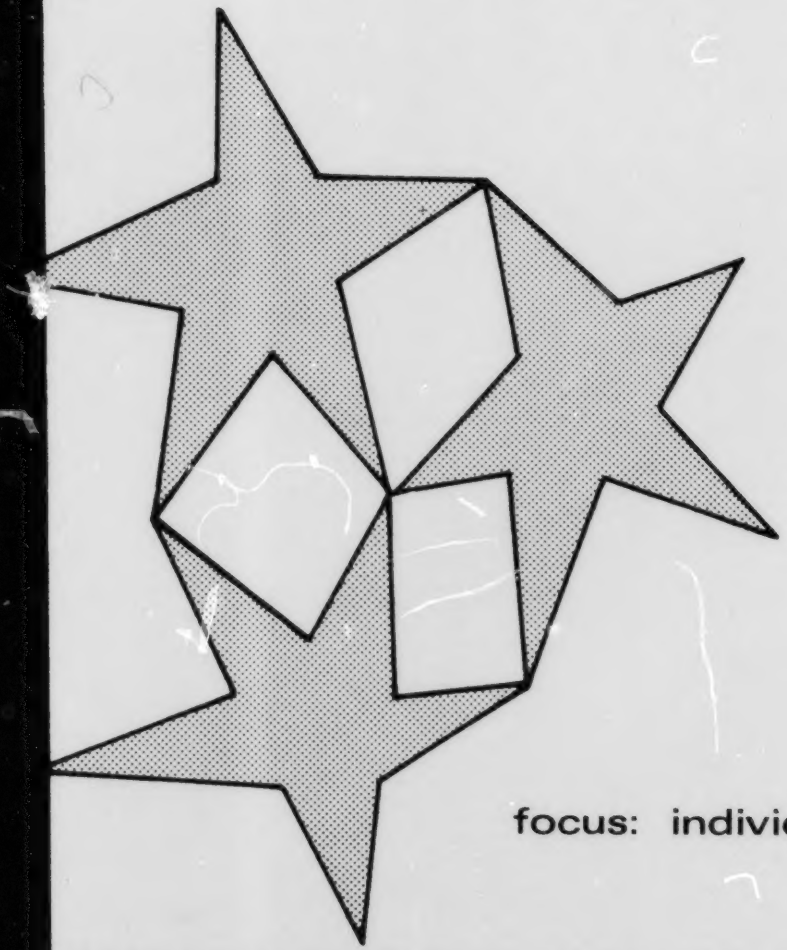
	CATALOGUE NUMBER	TITLE
SOUND FILMS		
	Sd-1083.2	African Story Teller
	Sd-1208.1	Boy of Japan: Ito and His Kite
	Sd-1201.2	Family of Free China
	Sd-1055.2	Indian Boy of the Southwest
	Sd-1207.1	Indian Influences in the U.S.
	Sd-1364.1	Jamaica, Haiti and the Lesser Antilles
	Sd-394.2	Major Religions, The
	Sd-418.2	Man and His Culture
	EBE-1961	Mexico, the Land and the People
	Sd-1231.2	Orient, the People of Asian Lands
	Sd-548.1	Our Inheritance from Historic Greece
	Sd-1427.1	People Are Different and Alike
	Sd-408.3	Siam
	Sd-1244.2	Spanish Children
	Sd-1109.2	We Came to America
	Sd-1483.2	What Color Are You?
SOUND FILMSTRIPS		
	Fr-278	Exploding the Myths of Prejudice

	CATALOGUE NUMBER	TITLE
	Fr-269	Robert and His Family
	Fr-302	They Have Overcome
PICTURES		
	Ps-186	Children of Europe
	Ps-184	Children of North America
	Ps-187	Children of South America
	Ps-180	China
	Ps-173	India
	Ps-175	Indian Life
	Ps-168	Italy
	Ps-171	Japan
	Ps-182	Spain
	Ps-172	Soviet Union
	Ps-169	South America
	Ps-183	Southeast Asia



learning level: grade six

focus: individuals and groups—human rights and protection

CONCEPT THEME: HUMAN BEHAVIOR—INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did early man develp as he adjusted to changing conditions?	Compare the problems of early man to present ones. If these problems are similar, what tentative conclusions may be drawn? Investigate man's discovery of fire? Investigate group living among early men during the Old and New Stone Age. Prove or disprove the statement:"No other discovery has completely changed man's way of life more than agriculture." Analyze what is meant by the statement: "In truth, man's sunrise glowed first in Africa." Find evidence to support conclusions. Investigate African prehistoric inventions. Develop a time line illustrating the progress of early man from the Old to the New Stone Age. Construct models of tools depicting how early man attempted to adjust to his environment. Locate the Tigris-Euphrates Valley and determine why different groups easily invaded this region. List reasons why it is called the "Cradle of Civilization."	Pupils Howell, C. Early Man. King, F. The Social Studies and Our Country. Towers, . The Cave Dwellers. Weisgard, L. First Farmers: Life Long Ago in the Stone Age.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why was it necessary for people to learn how to cooperate with each other?	Some social scientists believe that the Arunta people of Australia live today as prehistoric man lived. Investigate the Arunta people and determine whether or not the social scientists are correct. Substantiate all reasons. Investigate how early man chose his leaders, substantiating all evidence. Discover why social organization is considered a step toward civilization. Compare the government of the Sumerians with governments today. Read about the religious beliefs of the Sumerians and determine why the rulers were priests. Investigate the conditions that aided in the development of Sumer. Have pupils make reports on the social classes of the Sumer society.	Teachers Cappellutti, F. The Human Adventure: A History of Our World. Pupils Brandwein, P. The Social Sciences: Concepts and Values. King, F. The Social Studies and Our World.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Make a chart illustrating the difference between life today and life in Babylon. Investigate monotheism in Greek, African, and American Indian societies.	
Why are codes of law necessary?	Write, in large capital letters, the first sentence of Hammurabi's Code on a rectangular piece of grey or tan construction paper. Compare this sentence with the Preamble to the Constitution. Determine whether or not there were flaws in Hammurabi's Code, proving all findings. Execute a chart illustrating the contributions of the Babylonians to civilization. Compare Sumerian and Babylonian gifts to civilization.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did the rule of the pharoahs in Egypt compare with the rule of Hammurabi of Babylon?	Observing a map of Egypt, discover why the ancient Egyptians had many peaceful years. Prove all answers. Investigate whether or not the beliefs of Egyptians in the divinity of pharoahs affected them. Visit the Walter's Art Gallery to gather additional information about the Egyptian civilization.	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values. Pupils Brandwein, P. The Social Sciences: Concepts and Values King, F. The Social Sciences and Our World.
Why did Egypt have less slaves than other ancient kingdoms?	Have pupils write reports on one of the topics below, and have them share them with the class. Social Structure in Ancient Egypt Life of Slaves in Egypt Investigate why the work of the social scientists is important to the study of human rights.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
In what ways did civilization affect the ideas, values, and beliefs of people?	Compare the Hittite Code of Law with that of Hammurabi. Investigate which elements in the Hittite Code are still in our present day code for human rights.	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values.
Should all societies operate with some control? If so, what kind of control? If not, why not?	Investigate the following: How do Jews practice their faith today? Are they still interested in human rights and their protection? Visit a synagogue and interview a rabbi.	Pupils Brandwein, P. The Social Sciences: Concepts and Values. Jennings, J. Great Ideas of Man. King, F. The Social Studies and Our World. Neurath, M. They Lived Like This in Ancient Egypt.
What contributions did the Hebrews make to further the recognition of human rights?		

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What leaders had lasting effects on the ideals of conduct and government?	Evaluate the status of political freedom in these societies, supporting all tentative conclusions.	Pupils King, F. The Social Studies and Our World. King, F. Using the Social Studies.
What characteristics should a good leader possess? Politically and morally?	Find out who the Panchayats were and what their roles were.	
Does our present day society possess any characteristics of India's caste system? List similarities and differences?	How do leaders influence people's beliefs? Support all findings. Investigate the past and present effects of the caste system on India. Organize debating teams for and against a caste system.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Which leaders had lasting effects on ideals of conduct and government?	What is a philosopher? Investigate why Confucius was considered one of the greatest of all philosophers. What was the relationship between the teachings of Confucius and the Chinese political system? Locate and analze some of the sayings of Confucius. Have pupils give their opinions. Prove or disprove the statement: "Athens can be called a contributor to the ideal of justice for all."	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Jennings, J. Great Ideas of Man. King, F. How Our Government Began. King, F. The Social Studies and Our World.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Compare the rights of citizens with the rights of noncitizens in Athens. Investigate the contradiction: Slavery existed in Athens at the same time as political freedom. Investigate the difference between the education of boys and girls in Athens. In terms of government participation, would you rather be an Athenian male or female? State your reasons.	
How would you evaluate Sparta's contribution to democratic ideals?	Investigate the social structure in Sparta. Analyze findings and evaluate Sparta's contribution to democratic ideals. Investigate contributions of the Greeks to the worlds of recreation and sports. Make a comparison of Olympic Games then and now.	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
What was Rome's greatest contribution to modern government?	Analyze and chart the reasons why the Roman civilization prospered. Compare the social structures of Athens, Sparta, and Rome. Use an outline map to indicate the growth of the Roman Empire. Investigate the spreading of Roman culture into new areas. Investigate the contributions of the plebians to the recognition of human rights.	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values. Cappelluti, F. The Human Adventure: A History of Our World. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Leacroft, R. Building of Ancient Rome.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	The following is an excerpt from Justinian's Code: "In inflicting penalties the age and inexperience of the guilty party must be taken into account." Have pupils debate whether or not they feel their society reflects this view. Have them support all opinions with evidence. Investigate the characteristics of monotheism and polytheism. What two important ideas did the Israelites contribute to the modern world? Investigate the Judo-Christian concepts. What one belief is shared by Judaism, Christianity, and Islam?	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Leacroft, R. Building of Ancient Rome.

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LEARNING LEVEL: GRADE SIX

RATIONALE AND TEACHING OBJECTIVES	SUGGESTED CONTENT	GENERALIZATIONS THAT LEAD TO THE DEVELOPMENT OF THE CONCEPT THEME AND CONCEPTS
This unit is designed to help pupils discover the evolution of the idea of human rights and the history of the ever continuing battle for the recognition and protection of those rights. This study will require much research as the pupils investigate the history of caste systems, segregation, documents which recognize and protect human rights, and leaders that affect the ideas, values, and beliefs of civilization. To stimulate this research and to make it germane to the struggles still taking place in our nation and the world, it will be necessary for the pupils to -Explore ancient history so as to discover the relationship that existed between the rulers and the ruled -Trace the evolution of the idea of the rights of man -Analyze the efforts of the founders of the American Republic to define and secure freedom -Examine the reasons why the efforts to define and protect human rights continue to our times	The Middle Ages in Europe The Dark Ages Invasion by barbarians Each of strong central governments Change in social order—nobles, clergy, serfs Conditions of serfs Forced to live on and farm land for nobles Compelled to ask permission to move or marry Charlemagne's Empire Organized well as long as he lived Collapsed after his death Development of feudal system Lords, nobles, vassals Establishment of feudal courts by lords Trial by combat or by ordeal Weakening of feudalism as kings grew stronger	People everywhere have always wanted to help govern themselves. REPRESENTATIVES LAW MAKERS SECURING RIGHTS

TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why is the first period of the Middle Ages called the Dark Ages?	Find out what period in the history of man is referred to as the Middle Ages. Why do historians call this period the Middle Ages? Investigate the Spanish Inquisition and the persecution of Protestants in England. Have pupils give their opinions as to whether any human rights were violated. Investigate the influence of the Moorish invasion during the Middle Ages. Decide on points of reference and make a time line indicating the Middle Ages; mark the important events of the Middle Ages on the time line. Investigate Charlemagne's contribution to protection of human rights. Discover what new social system developed in Europe during the Middle Ages and investigate why this development took place. Learn more about chivalry by reading stories from such books as King Arthur and the Knights of the Round Table. Discover what this code of behavior was for the nobles of Europe.	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Briehr, W. Chivalry and the Mailed Knight. Constable, G. Warrior Knights. Glubok, S. Knights in Armor. King, F. The Social Studies and Our World.

CONCEPT . EME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Have pupils role play a "Happening" during the Middle Ages. Include a lord, nobles, and serfs in the cast of characters. Historians write that William I was a capable and strong ruler whose ideas were used by other kings in Europe. Find evidence to support this belief.	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Sciences: Concepts and Values. Cappelluti, F. The Human Adventure: A History of Our World. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Briehr, W. Chivalry and the Mailed Knight. Constable, G. Warrior Knights. Glubok, S. Knights in Armor. Jennings, J. Great Ideas of Man. King, F. The Social Studies and Our World.
Why were the Magna Charta, the Petition of Right and the Bill of Rights considered steps toward protection of human rights?	Investigate: What was the Magna Charta? Why was it written? What was its significance to the people of Great Britain?	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

LEARNING LEVEL: GRADE SIX

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Compare the English Petition of Right with the English Bill of Rights. Investigate whether or not the Bill of Rights was a step forward in the recognition of human rights.	Teachers Cappelluti, F. The Human Adventure: A History of Our World. Pupils Brandwein, P. The Social Sciences: Concepts and Values. Jennings, J. Great Ideas of Man. King, F. The Social Studies and Our World.
	Compare the powers of the English monarch with those of America's president.	
	Chart the course of events leading up to the discovery and colonization of America.	

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How did the growth of trade and commerce affect the social order of the Middle Ages?	Make a booklet of drawings of inventions that aided the discovery of the New World. List the inventions and inventors that made possible the successful voyages to the New World. Trace, on the globe, the journeys made by mariners in search of the New World. Investigate the class system of England in the seventeenth century. Did it help or hinder the process of the recognition of human rights? Investigate how the rights of apprentices differed from those of slaves. Determine what is meant by direct democracy and ascertain whether it is still practiced anywhere. Give examples.	Teachers Brandwein, P. Principles and Practices in the Teaching of the Social Studies: Concepts and Values. Pupils Baldwin, O. Makers of American History. Jennings, J. Great Ideas of Man. King, F. The Social Studies and Our Country. King, F. The Social Studies and Our World.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why do some historians consider the Mayflower Compact an example of direct democracy?	Use a world map to trace the flight of the Pilgrims from England to Holland and ultimately the New World. Differentiate between the Mayflower Compact and the system of government set up by the Puritans. Investigate inconsistencies in the Puritans' attitude in government What is proved by the Puritans' treatment of Roger Williams and Ann Hutchinson? Trace the idea that only landowners were allowed to vote in the colonies. Does this idea exist anywhere in this nation? Investigate and analyze reasons for the enslavement of human beings. Debate whether or not the reasons were right or wrong.	Pupils Baldwin, O. Makers of American History. Brandwein, P. The Social Sciences: Concepts and Values. King, F. How Our Government Began. King, F. The Social Studies and Our Country. Richards, N. The Story of the Mayflower Compact.

CONCEPT THEME: HUMAN BEHAVIOR–INTERACTION AND ADJUSTMENT

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why were new classes added to the social order of the American colonies?	Investigate the differences between slaves and indentured servants. Is the slavery of humans ever justified? Provide proof for answers. Investigate and make reports relating why some colonial people imported slave labor. What geographical factors played a part in this?	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
	Why were the Articles of Confederation not used as a basis for the government of the new nation? Find evidence to support the following statement: "The authors of the Bill of Rights were inspired by the Iroquois Indian Confederacy." List the provisions for the protection of human rights that are found in the Constitution. (Exclude amendments.) Give reasons why there were more slaves in the Southern colonies than in the Northern ones. Provide proof for all statements. How was slavery discussed by the authors of the Constitution? What conclusions were reached? Was everyone in favor of slavery? Although he was a slave owner, Thomas Jefferson wrote, "All men are created equal," in the Declaration of Independence. What conclusions may be drawn from this observation? How has the thinking of some people changed?	Pupils Baldwin, O. Makers of American History. Brandwein, P. The Social Sciences: Concepts and Values. King, F. How Our Government Began King, F. The Social Studies and Our Country. Miller, N. The Story of the Liberty Bell. Reubin, G. How Documents Preserve Freedom. Richards, N. Story of the Declaration of Independence.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
How does the Bill of Rights in our Constitution differ from other statements of rights?	What name is given to the first ten amendments to the Constitution? Is this name justified? Provide proof for all answers. Make a chart illustrating some of the sources of the ideal of democracy on which the Constitution was based. List all the provisions in the Constitution that strengthened the protection of human rights.	Teachers Cappelluti, F. The Human Adventure: A History of Our World. Pupils Baldwin, O. Makers of American History. Brandwein, P. The Social Sciences: Concepts and Values. King, F. How Our Government Began. King, F. The Social Studies and Our Country. King, F. The Social Studies and Our World.
How did the Industrial Revolution intensify the struggle for the recognition of human rights?	List some of the changes caused by the Industrial Revolution. Consider some reasons why, amidst all the changes of the Industrial Revolution, slavery and oppression of the poor people still existed. Did immigrants in America always receive their human rights? List the differences between them and slaves. Justify the statement: "The Industrial Revolution has been continuous."	

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why is the fight by blacks and other minorities for equal rights justified?	How did the workers in this country attempt to secure their human rights? List some of the problems that existed and still exist. Discover how people learned before there were free schools. Read and report on the lives of some abolitionists, white and black. Discover how important the Emancipation Proclamation was to the slaves. Evaluate this document in relation to the struggle for human rights.	Teachers Dicker, D. Urban America—Problems and Promises. Pupils Baldwin, O. Makers of American History. Brandwein, P. The Social Sciences: Concepts and Values. King, F. The Social Studies and Our World. Meltzer, M. In Their Own Words: A History of the American Negro 1916-1966. Prolman, M. The Story of the Constitution.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why is the fight by blacks and other minorities for equal rights justified?	List the amendments to the Constitution that deal with the human rights of blacks. Compile a scrapbook of articles pertaining to the fight for equal rights and equal opportunity. Investigate whether any more amendments deal with human rights. Investigate and chart Supreme Court decisions that deal with human rights for blacks and other minorities. Read biographies and compile a scrapbook of brief biographical sketches of "fighters for equal rights." Interview local leaders in the struggle for human rights.	Teachers Judd, B. Meanings of History. Sheldon, C. The Supreme Court: Politicans in Robes. Simpson, G. Racial and Cultural Minorities. Tresolini, R. These Liberties: Case Studies in Civil Rights. Pupils Meltzer, M. In Their Own Words: A History of the American Negro 1619-1865. 1865-1916. 1916-1966.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why is the fight by blacks and other minorities for equal rights justified?	Read and discuss amendments to the Constitution to find out how the rights of blacks and other minorities are protected. Report on the sections of the Constitution, other than the amendments, which deal with human rights. Trace through the centuries the inequality and servility of penalities for breaking laws. Discuss some laws enacted since World War II that protect human rights. Investigate important Supreme Court decisions that recognize human rights. Trace the evolution of women's rights.	Teachers Dicker, D. Urban America: Problems and Promises. Judd, B. Meanings of History. Pupils Adoff, A. Malcolm X. King, F. The Social Studies and Our Country. King, F. The Social Studies and Our World. Prolman, M. The Story of the Constitution.

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TEACHING-LEARNING STRATEGIES		SUGGESTED INFORMATION SOURCES
DEVELOPMENT OF CONTENT THROUGH MODIFIED INQUIRY		
SAMPLE QUESTIONS	*SAMPLE LEARNING EXPERIENCES*	
Why should young people be interested in the problems of our nation? What part can you have in securing the protection of human rights.	Collect newspaper and magazine articles, listen to radio, and watch television to find examples of citizens helping to protect the rights of other citizens. List and discuss what contributions one can make to the protection of human rights. Discuss with junior and senior high school pupils student rights organizations. Investigate student responsibilities that accompany rights. Investigate and chart governmental and private organizations that are aiding in the protection of human rights. Invite members of these organizations to address the class. Have pupils produce a short play with respect for human rights as its central theme. Interview children and other local young people who are doing their part in the struggle for human rights and their protection.	Teachers Dicker, D. Urban America: Problems and Promises. Pupils Breetveld, J. Getting To Know United Nations Crusaders. Fenderson, L. Thurgood Marshall: Fighter for Justice. King, F. The Social Studies and Our Country. Morris, R. First Book of the Constitution. Patterson, L. Martin Luther King, Jr. Reubin, G. How Documents Preserve Freedom.

CONCEPT THEME: HUMAN BEHAVIOR— INTERACTION AND ADJUSTMENT

FOCUS: INDIVIDUALS AND GROUPS— HUMAN RIGHTS AND PROTECTION

LEARNING LEVEL: GRADE SIX

BEHAVIORAL GOALS

1. The pupil will be able to list two of the economic problems of early man.
2. The pupil will be able to define social organization and relate why it is considered a step toward civilization.
3. The pupil will be able to analyze for interpretation Hammurabi's Code of Law and explain how his methods of punishment differs from today's methods.
4. The pupil will be able to write three developments of early man that helped him move toward civilization.
5. The pupil will be able to define a caste system.
6. The pupil will be able to describe the lives of the serfs during the Middle Ages.
7. The pupil will be able to describe at least four characteristics of a good leader.
8. The pupil will be able to name two rulers who advocated rights for the individual.
9. The pupil will be able to identify the following persons by name

   The President of the United States
   The governor of his state
   The mayor of his city
   At least one civil rights leader in his city

10. The pupil will be able to compare the social structure of one of the following civilizations to our present social structure

    Athens
    Sparta
    Rome

11. The pupil will be able to report orally on the philosophy of two of the following religious beliefs

Christianity
Judaism
Buddhism

12. The pupil will be able to explain why the Magna Carta was considered to be a step forward in the fight for human rights.

13. The pupil will be able to list at least three provisions for human rights in the Constitution of the United States.

14. The pupil will be able to write one strength and one weakness of the Articles of Confederation.

15. The pupil will be able to list three events that led to the Glorious Revolution and two results of the Revolution.

16. The pupil will be able to define democracy and list at least three of its provisions for human rights.

17. The pupil will be able to write a short paragraph dealing with the subject "The Slavery of Humans."

18. The pupil will be able to identify amendments to the Constitution that protect human rights.

    EXAMPLES: First Amendment— freedoms of speech, press, etc.
    Thirteenth Amendment— freedom of slaves
    Fourteenth Amendment— due process of law for all citizens
    Fifteenth Amendment— the right to vote

19. The pupil will be able to list three changes in the country that were caused by the Indistrial Revolution.

20. The pupil will be able to define what a union is and describe at least one advantage and one disadvantage of union membership.

21. The pupil will be able to list at least two problems that still exist among workers in this country.

22. The pupil will be able to discuss two Supreme Court decisions in education that deal with human rights for minorities.

    EXAMPLES: Plessy vs Ferguson
    Brown vs Topeka

BEHAVIORAL GOALS

23. The pupil will produce a short, one act play using respect for human rights as its central theme.

24. The pupil will be able to list three ways in which the Federal government has protected human rights in the field of education.

25. The pupil will be able to write a short composition stating his responsibility toward respecting human rights.

26. The pupil will be able to identity each of the following documents

    The Mayflower Compact
    The Declaration of Independence
    The Constitution of the United States
    The Bill of Rights

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	Sd-1169.2	Aegean Age, The
	Sd-1557.2	American Presidency, The
	Sd-576.1	Ancient Egypt
	Sd-574.1	Ancient Mesopotamia
	Sd-938.1	Beginning and Growth of Industrial America
	Sd-1121.2	Beginnings of Exploration, The
	Sd-1133.2	Bill of Rights in Action, The: The Story of a Trial
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	Sd-646.3	Black History: Lost, Stolen, or Strayed, Part I
	Sd-647.3	Black History: Lost, Stolen, or Strayed, Part II
	Sd-648.3	Black Solider, The
	Sd-655.3	Black World, Part I
	Sd-656.3	Balck World, Part II
	Sd-649.3	Body & Soul, Part I: Body
	Sd-650.3	Body & Soul, Part II: Soul
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	Sd-1160.2	Boyhood of Thomas Edison
	Sd-1284.2	Byzantine Empire, The

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Sd-1154.2	Dawn of the American Revolution: A Lexington Family
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Sd-498.3	Frederick Douglass, Part II
Sd-640.3	Free At Last
Sd-1476.2	French Explorers
Sd-747.2	Folk Songs of America's History
Sd-491.3	George Mason, Part I
Sd-492.3	George Mason, Part II
Sd-559.3	Here Is Tomorrow
Sd-1142.2	History of the Negro in America: 1861-1877
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Sd-1664.2	Hurdler, The
Sd-645.3	"I Have a Dream"

CATALOGUE NUMBER	TITLE
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Sd-810.1	Inventions in America's Growth (1750-1850)
Sd-809.1	Inventions in America's Growth (1850-1910)
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Sd-672.3	Kentucky Pioneer
Sd-467.2	Lafayette, Solider of Liberty
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Sd-675.3	My Childhood, Part I: Hubert Humphrey's South Dakota
Sd-676.3	My Childhood, Part II: James Baldwin's Harlem
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Sd-443.2	Pilgrims, The
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Sd-1178.1	Pledge of Allegiance
Sd-834.2	Plymouth Colony: The First Year
Sd-1355.2	Quest for Freedom
Sd-1177.1	Raising and Lowering Our Flag
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Sd-1122.2	Spanish Explorers, The
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Sd-682.3	Weapons of Gordon Parks, The
Sd-910.1	William Penn and the Quakers

	CATALOGUE NUMBER	TITLE
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	Fr-302	They Have Overcome
PICTURES		
	Ps-213	Contemporary Black Biographies
	Ps-214	Historical Black Biographies
RECORDS		
	Rs-154	Great Negro Americans

GLOSSARY

TERMS

ACCULTURATION - To become adjusted to a new or different culture.

ADAPTATION - A gradual change in behavior, conforming to cultural patterns.

AFFECTIVE - Arriving from feelings, emotional.

ANOMIE - Lack of purpose, identity, or ethical values in a person or in a society; disorganization.

ANTHROPOLOGY - The science that deals with the origins, development, races, customs, and beliefs of mankind.

ARCHAEOLOGY - The scientific study of the people, customs, and life of ancient man.

ARTIFACT - Any object made by human work; a simple or primitive tool, weapon, vessel, etc.

ASSIMILATION - The absorbtion of the culture of a minority group into a main cultural body.

ATTITUDE - Tendency to behave in a consistent way toward some aspect of life.

BEHAVIOR - The actions of a person, everything he does, says or feels.

BIGOT - A narrow-minded, prejudiced person; one who holds blindly to a particular opinion.

BILL OF RIGHTS - The fundamental rights, including free speech and the right to trial by jury won by Englishmen, which were guaranteed by the English King in 1689.

BLOC - A group of people or a group of nations joining and acting together for some common interest.

CASTE - A particular social class into which a Hindu is born.

CENSORSHIP - A system of removing or prohibiting anything that is considered obscene, libelous, politically questionable.

CHANGE - To become distinctly different, either an extreme shift of character or replacement with something else.

CHIVALRY - The rules and customs of European nobles in the Middle Ages; qualities of an ideal knight included bravery, respect for women, protection of the weak.

TERMS

CHRISTIANITY - The religion founded by Jesus which spread and became the religion of the Roman Empire and eventually of almost all Europe.

CITY-STATE - An independent state consisting of a city and territories depending on it, as in ancient Greece.

CIVILIZATION - The countries and peoples considered to have reached a high stage of social and cultural development.

CIVIL RIGHTS - The rights guaranteed by a government to all its citizens.

CODE OF HAMMURABI - The most complete ancient code of laws that has been discovered.

COMMUNITY - A group of people who act together for common goals.

CONFLICT - Presence of opposing impulses, tendencies, or desires.

CONFORMITY - To behave in a conventional way, accepting without question customs, traditions, prevailing opinions, etc.

CONFUCIANISM - The original principles set forth by Confucius on righteous conduct.

CONSENSUS - An opinion held by all or most; general agreement or approval.

COOPERATION - Working together for common goals.

CULTURE - The ideas, customs, skills, arts, etc., of a group of people in a given period.

CUSTOM - A usual practice or habitual way of behaving; habit.

DEMOCRACY - A form of government by the people; a government that receives its power from the people through elected officials.

DICTATOR - A leader with absolute authority and governing powers.

DIRECT DEMOCRACY - A government run by meetings which all citizens may attend, such as the New England town meetings and the city-state of Athens.

TERMS

DISCRIMINATION - Treating a person unfairly because he is a part of a certain group.

EGO - The self; those mental processess thought of as "I."

EMOTION - Involuntary, motivational, energy producing reaction to special circumstances.

ENVIRONMENT - All the conditions, circumstances, and influences which surround and affect the development of a group of people.

EQUALITY - The quality of being equal or of the same value.

ETHNIC CHARACTER - The racial or historical characteristics of a people who share a similar cultural background.

ETHNIC GROUP - A group bound to one another by national origin, culture, or race.

EXCAVATION - A digging to obtain remains or artifacts of past cultures.

EXTINCT - Something that no longer exists, such as a plant or an animal.

FEELING - A state of pleasantness or unpleasantness that indicates a positive or negative response to an experience.

FEUDALISM - A political system in medieval Europe based upon the granting of land to a vassal by his lord in return for military and other obligations; it lasted from about the ninth to the eleventh centuries.

FOLKWAY - Any way of thinking, feeling, or behaving that is common to members of the same social group.

FRUSTRATION - Denotes the obstruction or thwarting of a (felt) need and/or the feelings that result from such obstruction; to be chronically dissatisfied.

GENOCIDE - The systematic killing of, or a program of action intended to destroy, a whole national or ethnic group.

GHETTO - A part of a city or town inhabited mainly by a single racial or other minority group.

HEREDITY - One's genes or the characteristics transmitted via the genes to offspring.

HEREDITY - That which is passed on from one generation to another such as traits, positions.

TERMS

HERITAGE - That which is handed down from one's ancestors or the past, as a characteristic, a culture, tradition.

HETEROGENOUS - Differing or opposite in structure, quality, etc.; composed of unrelated or unlike elements or parts.

HIEROGLYPHICS - A kind of picture writing developed by the ancient Egyptians.

HOMOGENEOUS - The same in structure and nature, uniform; composed of similar or identical elements or parts.

HOMO SAPIENS (Wise Man) - One of the groups of man's prehistoric ancestors from whom modern man is believed to have directly descended. The species man is still referred to as Homo sapiens.

IDENTITY - The mature self, characterized by knowing what one stands for, what one's capabilities are, and what one's place in the world is.

IMMIGRANT - One who leaves his native country to live in another country.

INDENTURED SERVANTS - People bound by a contract to work for or serve another person for a certain period of time.

INDIVIDUAL - Relating to or characteristic of a single person; distinguished from all others by special characteristics.

INFERIORITY COMPLEX - A condition resulting from various feelings derived from real or imagined physical or social inadequacy; shown by undue timidity or sometimes aggressiveness.

INTEGRATION - The bringing of different racial and/or ethnic groups into free and equal association; a condition in which the members of various social groups associate freely in aspects of everyday life.

INTELLECT - The capacity for knowing.

INTERACTION - Acting with others in a group or community.

INTERDEPENDENCE - Relying upon each other for support or aid.

INTERGROUP - Involving different ethnic groups in a society.

IRRIGATION - Supplying water from artifical channels to moisten crops.

LABOR UNIONS - Organizations of workers that act together to improve working conditions and promote other interests of the workingman.

TERMS

MAGNA CHARTA - The "great charter" that King John of England was forced by his nobles to sign in 1215; it established the principle of the supremacy of the law, and has become one of the great documents in English history.

MELTING POT - The process by which, theoretically, immigrants become assimilated to the extent that their cultural traits are lost or greatly modified by the culture around them.

MIGRATION - The movement from one place to settle in another.

MINIMUM WAGE - The amount of money agreed upon or fixed by law as the least amount that may be paid to certain workers.

MINORITY GROUP - A group that is different from the majority of the population in some way.

MONARCHS - Rulers such as kings and queens who usually inherit their thrones.

MORES - Folkway or behavior that leads to the welfare of society; sometimes these help to develop the force of law.

MYTHOLOGY - A collection of legendary stories, not necessarily true, about the powers and adventures of superhuman beings.

NATIVE - Belonging to a locality or country by birth.

PANCHAYATS - Councils in India consisting of elected villagers which were formed to solve local problems of government.

PARLIAMENT - The highest national lawmaking body of Great Britain and Northern Ireland, made up of the House of Commons and the House of Lords.

PATRICIANS - The highest ranking social class in ancient Roman society that included government officials and military leaders.

PERCEPTION - An awareness of qualities, objects, ideas, etc., by means of the senses; understanding, knowledge obtained by perceiving.

PETITION OF RIGHT - A bill passed by the English Parliament in 1629, which established that the king could not raise taxes without Parliament's consent.

PEYOTISM - A major religion of the Indians of the United States, from Texas to southern Canada and from the eastern Woodlands to east-central California.

TERMS

PHENOMENA - Extremely unusual or extraordinary things or happenings.

PLEBIANS - The next to the lowest in rank of the four Roman social classes; it included small farmers and craftsmen.

PLURALISM - Several groups of people, each having distinct ethnic origins, cultural patterns, religions, etc., living in one society.

POLITICAL SCIENTIST - A social scientist who studies how people of a society govern themselves and how they work out ways of getting along with other societies.

POLARIZATION - The separation into opposed, often antagonistic, groups, viewpoints.

POLYGLOT - A mixture or confusion of languages.

PREHISTORIC PERIOD - The period before there was writing and written history.

PREJUDICE - Ideas and feelings, without good reason, about people whose ways differ from one's own.

PRIMARY GROUP - A group in which there is direct, daily, face to face contact, such as a family that lives in the same household.

PRIMARY SOURCES - First sources of information about events which include newspapers, diaries, verbal or written eyewitness accounts.

PRIMITIVE - Early stages of development or achievement.

PROPAGANDA - The use of language or pictures to influence people to think or act in certain ways.

RELIGION - Any specific system of belief, worship, conduct, etc., often involving a code of ethics.

SEGREGATION - The policy or practice of compelling racial groups to live apart from each other, go to separate schools, use separate social facilities, etc.

SELF CONCEPT - The most important concept a person possesses; it affects his feelings about himself, what he does, and often, indirectly, his feelings about others.

SEMITIC - Relating to Middle Eastern peoples, including the Hebrews, Arabs, Phoenicians, and Assyrians whose languages are closely related.

TERMS

SECONDARY GROUP - A group in which the members are related in some way but there may or may not be direct or daily contact, such as Baltimoreans, Jews.

SERFS - Peasants under control of nobles who owned the land they farmed.

SLAVE - A person who is the property of another person.

SOCIAL MOBILITY - The free movement from membership in one class in society to another.

SOCIAL NEEDS - The special needs of people living together in a group that include the services of government, education, health, and protection.

SOCIAL ORGANIZATION - The creation of special relationships among members of a group.

SOCIAL SCIENTIST - One who is concerned with the study of people, their activities, and their customs in relationship to others.

SOCIETY - The relationship formed by all the people who have contact with one another and share common traditions and history.

SOCIOLOGIST - A social scientist who is concerned with the study of how man relates to man, especially when in groups.

STEREOTYPE - A fixed notion or conception, as of a person, group, or idea held by a number of people and allowing for no individuality, critical judgement, etc.

SUBCULTURE - A group, within a society, of persons who share the total culture and have their own interests, goals, and other behavior.

TECHNOLOGY - The method used by a society to provide its members with the things they want and need.

TOPOGRAPHY - The science of drawing on maps and charts or otherwise representing the surface features of a region, including its relief and rivers, lakes, etc.

TRIBE - A group of persons, families, or clans believed to be descended from a common ancestor and forming a close community under a leader.

TUAREG - One of the dominant nomads of central and western Sahara, who has preserved the Hamitic speech, but is of the Moslem faith.

TERMS

TYRANT - A leader who rules in an oppressive manner.

UNDERGROUND RAILROAD - A system or route of escape for slaves who fled from their Southern masters that was used before and during the Civil War.

UNIVERSALITY - State of being present everywhere or in all things; affecting or including all or the whole of something specified; not limited.

URBANIZATION - The act of changing from rural to urban in character, taking on the characteristics of a city.

VALUE - The social principles, goals, or standards held or accepted by an individual, class, or society; worth or degree of worth.

VASSAL - A person who received land from either the king or from another noble during the Middle Ages.

ZIGGURAT - A famous Sumerian temple built as a series of terraces, one atop another; each terrace was smaller than the one below it.

ZOROASTRIANISM - The Persian religion which began about 600 B.C.; it held that there was a constant struggle between good and evil.

GRADES: KINDERGARTEN, ONE AND TWO

Clements, H. Millard. Social Study: Inquiry in Elementary Classrooms. New York: Bobbs-Merrill Co, 1966. This is a fine, general work on inquiry with many teacher helps, such as a review of the social sciences.

Cuber, John F. Sociology— A Synopsis of Principles. Des Moines: Meredith Press, 1968. This is a good introductory work which will prove useful as a survey course or general reference.

Gibson, John. The Intergroup Relations Curriculum. Medford, Massachusetts: Tufts University Press, 1968. Gibson's work is an excellent source on human interaction which includes bibliographies, units, and learning activities.

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GRADE FOUR

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GRADE FIVE

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Choukas, Michael. Propaganda Comes of Age. Washington, D. C.: Public Affairs Press, 1965. The history of propaganda is sketched and explained in terms of its uses in Western civilization.

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Yette, Samuel. The Choice. New York: G. P. Putnam's Sons, 1971. This is a well documented study by a black author that discusses the plight of black Americans in a society that has no need for unskilled people.

GRADE SIX

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Broderick, Francis. Origins of the Constitution. New York: Macmillan Co., 1964. This secondary textbook is part of the New Perspectives in American History Series. It is indexed and well written with an extensive and good bibliography.

Cappelluti, Frank. The Human Adventure: A History of Our World. New York: Field Enterprises, 1970. This secondary textbook covers Western as well as non-Western culture and history.

Dicker, John. Urban America— Problems and Promises. New York: W. H. Dadlier Inc., 1971. This is an in-depth study of the urban dilemma which deals with the social, economic, and political implications of of the urban American scene.

Handlin, Oscar. Firebell in the Night: The Crisis in Civil Liberties. Boston: Little, Brown & Co., 1964. An historian expresses his pessimistic view of our society's ability to solve its racial problems.

Judd, Barbara. Meanings of History. New York: Heritage Publishing Co., 1971. This book contains contributions of outstanding scholars, such as C. Vann Woodward, Allan Nevins, and Ray Allen Billington. It deals with problems in American democracy.

Kalvin, Harry. The Negro and the First Amendment. Chicago: University of Chicago Press, 1966. The impact of the civil rights movement on the First Amendment is discussed in this work.

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Tresolini, Roscoe. These Liberties: Case Studies in Civil Rights. Philadelphia: J. B. Lippincott Co., 1962. Actual cases are examined in this work dealing with religious, political, and individual rights in criminal cases. Equal treatment of Negroes under the law is also covered.